



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

**BEFORE THE NEW YORK CITY COUNCIL
COMMITTEES ON EDUCATION AND HEALTH**

REGARDING REOPENING OF NEW YORK CITY PUBLIC SCHOOLS

SEPTEMBER 3, 2020

My name is Michael Mulgrew, and I am the president of the United Federation of Teachers (UFT). On behalf of the more than 190,000 UFT members, I would like to thank Chairs Mark Treyger and Mark Levine and all the members of the council's committees on education and health for holding this crucial hearing on reopening New York City (NYC) public schools. I am here today to specifically speak in support of Resolution 1410-A, which calls on the NYC Department of Education (DOE) to only open public school buildings that have met the health and safety standards prescribed in the UFT's 50-item plan and that implement a medically recommended mandatory random COVID-19 testing program for adults and students in all school buildings as agreed upon by the administration and the labor organizations representing school personnel, including the UFT, the Council of School Supervisors & Administrators (CSA) and District Council 37 (DC 37).

Before I begin, I want to make one thing clear: Our teachers want to be back in their classrooms for in-person teaching, and I think we've all come to recognize the value of in-person learning for our students; however, our No. 1 priority will always be the health and safety of our students, educators and our entire school communities. I commend the administration's willingness to work with us these past few weeks and to agree that a rushed reopening of all our public school buildings on Sept. 10 would have been reckless and irresponsible. We've made the right decision: A decision to develop a mandatory system of repeated random monthly COVID-19

testing of adults and students in all NYC public school buildings, and to only reopen to staff and students those public school buildings that have met the health and safety standards outlined in the UFT's 50-item safety plan supported by independent medical and public health experts from Northwell Health and the Harvard T.H. Chan School of Public Health.

Spring and Summer 2020 Timeline of Events

Let's start with a brief timeline of events summarizing our journey over the course of the last six months so we have a common understanding of where we are and how we got here.

Rereading the Wall Street Journal article "How the Coronavirus Spread from One Patient to 1,000 Now Quarantined in New York," dated March 5, 2020, is a humbling reminder of the fear that engulfed our city in the spring. It tells the first documented story of community spread of COVID-19 in New York when a New Rochelle resident inadvertently became a super-spreader of the virus during his travels in and around New York City in late February and early March. The resident's travels to and from his home, his attendance at a service in a large congregate space, and the infection of his direct family members, including his children, all became direct links in just a matter of days to the infection of hundreds of New Yorkers.

Shortly thereafter, conversations in New York City and in the surrounding suburbs turned to the fate of the city's public school district. By early March, we had a firm understanding that having 1.1 million students and hundreds of thousands of public school staff members travel daily through our city and congregate in schools was amplifying the spread of the virus. My calls to shut down the public school district entirely began in early March, but the administration failed to respond. On March 13, because my conversations with the Mayor and the DOE hit a stone wall, I issued a strong public statement calling on the Mayor to close all public school buildings and move teaching and learning to an online remote format in an effort to curb the spread of the virus. The Mayor and the DOE finally relented, and school buildings closed to students on March 16.

School buildings ultimately remained closed for the rest of the 2019-2020 school year, and remote learning became the new norm. At first, we faced many challenges with remote instruction — whether it was ensuring student engagement or making sure every student had access to an electronic device — but as time went on, we made improvements. And while we all know remote learning was and still remains far from perfect, I applaud our educators for their efforts in making full-time remote learning a reality, even as many believed it was impossible.

Concerns with the Initial DOE School Reopening Plan

Over the summer, Gov. Cuomo and the New York State Education Department instructed our school district to develop and submit a plan for the start of the 2020-2021 academic year. When the July 31, 2020, deadline approached, the Mayor and schools Chancellor Richard Carranza announced that NYC would open its public school buildings on Sept. 10 using a hybrid model that would include a combination of onsite instruction and remote learning. Families were given the opportunity to apply to have their students learn remotely full time; teachers with underlying health conditions could apply for full-time remote teaching, but not necessarily if their family members have co-morbidities.

However, as much as the plan had in generalities, it lacked in details. It included information on when a public school building should be closed, the infection rate level at which the entire school system would be shut down, and the expected amount of personal protective equipment (PPE) public schools should have available. But lacking was public disclosure of the exact details for each building. For example, has every public school building been inspected and evaluated to ensure the health and safety of all students and staff members? Does each public school building have a COVID-19 building response team to implement all the procedures that can maintain the school community's health and safety? Is there a randomized testing program in place to catch asymptomatic and symptomatic cases throughout the school year?

We strongly believed that a failure to have the details ironed out for each school building in our system would inevitably result in another outbreak as was experienced in other school districts

and colleges and universities that chose to hastily reopen their school buildings and campuses. Take, for example, the Cherokee County School District in Georgia, the University of North Carolina at Chapel Hill, the University of Alabama and, most recently, the State University of New York (SUNY) at Oneonta here in New York State.

- The Cherokee County School District in the northern suburbs of Atlanta, Georgia, reopened all of its public school buildings on Aug. 3, 2020. By Friday, Aug. 7, the principals at 11 schools in the district had sent letters to families informing them students had tested positive for COVID-19. Altogether, close to 1,200 students and staff were ordered to quarantine, and on Tuesday, Aug. 11, one high school closed its doors followed by another on Aug. 12, until both reopened on Sept. 3, 2020. A third high school shut down on Aug. 16 and also reopened on Sept. 3.
- The University of North Carolina at Chapel Hill reverted to full-time remote learning on Aug. 17 after the reopening of its campus on Aug. 10 caused a surge of COVID-19 cases during the first week of classes.
- On Aug. 29, it was reported that coronavirus infections were rising sharply at the University of Alabama, where school officials had reported more than 1,000 cases since classes began on Aug. 19, causing officials to make tough decisions about closing down parts of the local economy, including bars and restaurants.
- On Monday, Aug. 31, SUNY Chancellor Jim Malatras had to shut down SUNY Oneonta's campus for two weeks due to a COVID-19 outbreak. More than 30 students tested positive in the first few days of in-person classes, leading to a full investigation and a decision to test every student on campus. Those tests revealed an additional 71 positives, for a total of 105 positive cases, pushing the total number of positive cases over the state-imposed threshold that forces college and university campuses in the state to stop in-person instruction for two weeks.

With so many examples of poor school-reopening experiences, we understood that if we failed to get this right in NYC, we would inevitably find ourselves reopening and closing down public school buildings throughout the fall and winter — especially with the start of the flu season in September — which would not only continue to take a toll on our city’s economy but, even worse, would force us to face the grim reality of once again flattening infection, hospitalization and death curves.

As was outlined, the DOE’s school reopening plan failed to have the trust and confidence of school administrators, parents and teachers. On Aug. 12, the city’s public school administrators, represented by the Council of School Supervisors & Administrators, delivered a letter to the Mayor and schools chancellor questioning the lack of adequate planning for public school buildings to reopen and requesting a delay to the start of in-person learning. As for parents, the number of families opting to have their students receive full-time remote instruction in the fall continued to grow, hitting 366,553 on Sept. 1, according to amNew York Metro. As for us, the educators, we made it clear that we would refuse to walk into unhealthy and unsafe public school buildings on Sept. 10, and we would not do so until a plan was approved by independent medical and public health experts, not bureaucrats paid by the administration.

DOE Adopts UFT Health and Safety School Reopening Demands

In the end, we decided to take matters into our own hands, fully understanding the need and desire to reopen our public schools, as well as the value of in-person learning, in particular for our most vulnerable student populations. With the help of independent medical and public health experts from Northwell Health and the Harvard T.H. Chan School of Public Health we developed a 50-item plan containing the health and safety standards each individual public school building must meet before it is classified as safe to reopen. We were advised to have all students and staff tested before the first day of school and to only reopen public school buildings after putting in place a robust program of random intermittent COVID-19 testing for adults and students once in-person learning resumed.

Our safety plan emphasized the following necessary safeguards:

1. **Supplies.** Each public school must pass the union's comprehensive safety review, including the presence of a full-time school nurse, sufficient protective and cleaning supplies and proper ventilation.
2. **Procedures.** Each public school must have a COVID-19 building response team to implement the procedures to keep that school safe, including isolating anyone who is infected with the virus and dealing with all aspects of the situation.
3. **Testing.** Every child and adult should be tested before entering the building. Experts said that without prescreening, the virus would walk into school buildings on Day 1. A system-wide rigorous protocol of random intermittent COVID-19 testing and tracing of adults and students in all public school buildings once in-person learning resumes would be needed to detect asymptomatic spread.

On Aug. 19, I announced our plan, sitting alongside the medical and public health experts from Northwell Health and the Harvard T.H. Chan School of Public Health, New York City elected leaders including Comptroller Scott Stringer and City Council Speaker Corey Johnson, parent leaders, and community groups including the New York State Chapter of the NAACP, the New York Immigration Coalition and the Arc of Justice, to announce our union's medically advised Health and Safety Reopening Plan.

While the DOE at first resisted incorporating our demands into the district's school reopening plan, eventually the administration understood the need to put the health and safety of our educators, students and their families first. Under the terms of the agreement, all New York City public school buildings will remain closed to students until Sept. 21, while final safety arrangements are completed, including assigning a school nurse to every building, checking ventilation and ensuring the presence of sufficient protective and cleaning supplies.

The decision on whether to reopen a building to students will be based on the UFT's 50-item safety plan, including social distancing of student desks, the availability of masks and face shields, and a room-by-room review of ventilation effectiveness. Buildings or rooms that do not meet safety standards will remain closed.

Teachers working in public school buildings that have been classified as safe will report to schools on Sept. 8. They will work with their colleagues to plan and develop strategies for the blended remote/in-person instruction that will be the learning method for the overwhelming majority of the city's public school students.

After consulting with our independent medical and public health experts, we were assured by epidemiologists that prescreening for COVID is useful but the results are soon out of date. They recommended mandated random monthly testing as much more effective. As a result, as part of our agreement, the DOE will establish a mandatory, robust system of repeated random COVID testing of adults and students once in-person learning begins.

A blind representative sample, composed of 10% to 20% of all students and adults from every NYC DOE school, will be selected each month for COVID-19 testing, with results available within 48 hours. All random COVID monitoring tests will be free of charge to participants.

Parents will be informed that, as testing is performed throughout the year, if parental/guardian consent has not been obtained for a student who has been selected randomly for testing, the student will be moved to the remote learning cohort. Any staff member who elects not to participate will be placed on unpaid leave.

Students or staff found to have the virus, even in the absence of symptoms, must quarantine for 14 days. City tracing teams will be dispatched to their school immediately to determine potential contacts. The presence of a COVID-19 case or cases confined to one class will result in the entire class moving to remote instruction; if there is more than one case in a school, the entire school will move to remote instruction until the contact tracing is completed.

Schools will switch to 100% remote instruction if the percentage of positive tests in New York City is equal to or more than 3% using a seven-day rolling average; however, even if the overall case rates across New York City remain low, all public school buildings could be closed in the event of recurrent, uncontrolled outbreaks of COVID-19 in schools.

Any New York City zip code that reports a percentage of positive tests of 3% or higher using a seven-day rolling average will be saturated with additional testing and tracing including, but not limited to, increased testing of individuals in schools, the opening of new testing sites, and door-to-door canvassing and targeted robocalls for at least a 14-day period or until the seven-day rolling average for positive tests is below 3%, whichever period is longer.

All terms in this agreement were incorporated in an amendment to the city's plan for reopening public schools that was submitted to the state.

Conclusion

The story of New York City's COVID-19 outbreak in the spring is grim; it's a tale of a city's hospital system on the brink of collapse and an unimaginable death toll, including 79 DOE employees during the 2019-2020 school year. It's an episode in history New Yorkers wish never to relive. We know our decision to close our public school buildings in March helped contain the spread of the virus; we are now aware that reopening public school buildings without a thorough plan poses many dangers as we witness the problems in other school districts and on college and university campuses across the country.

By adopting our demands for evaluations of public school building and a mandatory randomized testing program, I believe we will ensure that our school communities are safe, and we will avoid the revolving door of opening and closing school buildings that we have seen in other cities and states. Our UFT members are ready and eager to be back in their classrooms, but not at the expense of any individual's life.

"It's reckless and shameful to cut public school funding during a pandemic. We have lost over 23,500 New Yorkers to Covid-19 already and the City's poorly planned and under-resourced reopening plan opens us up to more loss, especially in the communities already most impacted by Covid-19 where infection rates are still higher and schools have less resources to implement safety measures.



COMMUNITY EDUCATION COUNCIL DISTRICT 3

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District 3 Superintendent

August 25, 2020

Governor Andrew M. Cuomo
New York State Executive Chamber
State Capitol
Albany, NY 12224

Mayor Bill de Blasio
City Hall
New York, NY 10007

Dear Governor Cuomo and Mayor De Blasio,

We, members of the Community Education Council for New York City's District 3 (CEC3) and the parent body that we represent, have not been provided a safe and pedagogically sound strategy to reopen our public schools. The Department of Education (DOE) should have had disaster plans in place long before the pandemic, but it didn't. Our government should have recognized the significance of this public health crisis when it had the chance, but it didn't. And the DOE has squandered these last five months, choosing to curate a political narrative, and to disseminate glossy, consultant-styled plans instead of working with stakeholders to put our children, families, teachers and staff first.

We therefore stand in solidarity with colleagues from across the city: CEC's, teachers and the United Federation of Teachers, principals and the Council of School Supervisors, countless advocacy groups and a growing number of other elected officials, to delay the reopening plan for the 2020-2021 school year.

We take this position, knowing that District 3 Superintendent Christine Loughlin, D3 Principals and most of our schools are working harder than they ever have, to follow illogical orders put forth by the DOE. We know that our families are suffering and want schools to resume some semblance of normalcy. However, there are simply too many risks being taken and too many questions that remain unanswered.

Despite repeated attempts to gain a stronger sense of confidence with the reopening plans, CEC3 remains uncertain of the DOE's ability to execute a successful, safe re-entry plan with the necessary systems, protocols, and protections in place to provide all New York City families with the assurance that their children, teachers, principals, and community will be able to safely engage with in-person/blended learning.

Additionally, based on the fully-online learning approach attempted in spring of this year by the DOE and the lack of clear pedagogical planning and structure for this school year, we further believe that in the

absence of questions answered, information, and transparency provided, that the DOE is also not prepared to deliver a fully-remote student, teacher, and parent experience.

To this end, CEC3 would like to reiterate the following areas where we have concerns.

- In-school Safety
- Online Programming Delivery and Pedagogy
- General School Year
- IEP and ELL Students and Families

We have provided the questions from our community that relate to these concerns, those that remain unanswered, and considerations that have not been addressed or acknowledged. Note that questions regarding IEP and ELL students and families have been embedded in the other three sections below.

In-school Safety

By establishing a high mark for the infection rate in New York City, the Mayor and Chancellor have taken a positive step providing reasonable guidance for school leadership and have also established a strong measure for parent confidence in the health of our students, teachers and community. This single measure is not enough. The inconsistent ways that PPE has been addressed and is currently being rolled out to principals and school leadership is unacceptable and must be addressed immediately. What follows is the list of questions and considerations our community feels must be answered in order to build the needed confidence in the DOE's strategy. The overarching theme of these questions is not only safety but what trained professional or entity is responsible for assessing the safety measures being normed and adequately abided by, and how/when will this be happening during the school day? Our expectation is that accountability is not solely on the school principal, staff, and teachers. We feel they have enough on their shoulders with the day-to-day programming.

- On what date will all schools receive their complete supply of PPE?
- What is the approach and strategy for cleaning school facilities? What material and supplies will be used, and how will this impact the school day?
- How will PPE supplies be funded throughout the year and beyond since historically, principal's budgets have been supplemented by parents and PTAs as funding streams to provide basic cleaning supplies and school materials?
- Will there be temperature checks for teachers and students? How regularly will these be administered, and who will perform this duty?
- What is the recourse if non-compliance to any safety standards is discovered? How will the school, student body, teachers and principals be impacted?
- Will the isolation room be fully staffed throughout the school day? If so, by whom?
- Air quality: What standards will all schools be held to? Air changes/hr? Has SCA begun outfitting schools with additional fans to increase air-flow? By what date will this be completed across the city, district by district?
- Has ASHRAE been consulted during HVAC system evaluations, as recommended by the EPA?
- When will schools which will be staffed by new tier of H&H nurses get assigned their nurses?

- How will student traffic in the school building be monitored, i.e. bathrooms, public spaces, drop-off, and pick-up?
- What percentage of asymptomatic students will be tested for COVID 19 and how often?

Online Programming Delivery and Pedagogy

The following list of questions is much longer primarily because of a lack of transparency and because so little has been shared with the district as a whole. This is a significant miss by the DOE. By expecting schools to plan independently, in silos, without bringing stakeholders collectively to the table, the DOE has perpetuated a system that does not allow schools to cross collaborate or share best practices.

The overwhelming feedback from the families in District 3 was that the Mayor and the Chancellor's attempt to standardize and norm class cohorts based solely on square footage was myopic to the numbers based on social distancing but did not leave enough for a pedagogical framework that principals could equitably align to assuring all students would receive the exact same in-school experience across the city. This approach left too much responsibility on Principals to solve the problem for the DOE. Principals have done all they can with the limited resources and guidance. Our issue is not with how they have crafted their approach. Our issue is with the lack of thoughtful leadership to work closely with stakeholders to understand what the pain points and frustrations were during the onset of the pandemic and through the remaining 2019-2020 school year.

The following questions call for thoughtful solutions and transparency, asking that parent leaders, school communities, teachers, principals, and students be at the table to develop a collaborative plan for school programming, meeting parent expectations, active participation in remote-learning, defining what the school day will encompass, and how students will be evaluated.

As stated previously: with project planning in a complex system and environment, a date must be determined by which all of these answers to these questions will be implemented.

- Will the DOE provide every school that needs teachers for live instruction with additional personnel from the central offices and from the ATR pool?
- When will all school specific pedagogical plans (blended and fully-remote) be available for parents? If these plans are not standardized across the district, why? And how has the DOE addressed inequities across the city if plans show inequitable opportunities for students?
- Will schools have to pay for additional, ATR teachers from their own budgets?
- What will the standardized approach to assessment and grading look like for the city? What accountability measures will be in place ensuring that all students are equitably evaluated based on student need and support? Last year's pass/fail model does not provide enough granularity for principals, teachers, and parents to assess whether standards have been met.
- The current schedules are confusing to some families. Families need an effective and clear way to keep track of what days their children are expected in the school building or will be remote (for blended-learning students). This is especially challenging for families with students in different schools, different grades, and different cohorts. Visual aids are recommended. Additionally, if a child does show up on the wrong day, what actions will be taken?

- What is the criteria for granting programming exemptions?
- What if schools don't have enough teachers to conduct in-building teaching due to health exemptions? If a significant percentage of a school's teachers have accommodation, will a school be able to move to 100% remote instruction?
- Are there enough teachers available in-person for all schools in case of sick days? Or is substitute support remote only?
- What expectations are there for after school programming? Our expectation is that this will be standardized and normed to some extent to ensure that all families that participate in afterschool programs are receiving safe, appropriate extracurricular activities?
- How many hours of screen time are schools planning to deliver for blended and for fully-remote families? It will help to understand what the standards across schools and grades will be in place.
- How many hours per day are required of teachers to be available; especially teachers with families?
- How will parents/caregivers be supported with technology issues?
- How can parents request for compensatory services for students who did not receive all required services?
- What does 100% remote learning mean for students with 504 plans?
- What if a parent does not want a student to receive related services remotely?
- How will the DOE support students with IEP's and ensure students with IEPs engage with their related service providers? How will IEP mandates be met for fully-remote students?
- What additional supports are being provided for students in temporary housing?
- What additional supports are being provided for ELL students?
- How will DOE ensure every child in District 3 has uninterrupted access to electronic devices?
- How will parents/caregivers be supported with technology issues?
- Advocates for Children of New York specifically recommends that children with IEPs receive robust behavioral and mental health support, and are not subject to police interventions, which pre-COVID often included referral to School Safety Agents. How will DOE support students with Behavior Implementation Plans? How will IEP mandates for 1:1 paraprofessionals be met?
- What about additional services including occupational therapy, speech therapy and others?
- How will schools work collaboratively with families to address overall academic progress for their children with IEPs and ELL's?

General School Year

- What is the first day of school? When will the school calendar for the year be released?
- Will there be busing? Will there be busing for special needs students?
- Will budget appeals be granted?
- Will free meals still be provided once the school year begins?
- How will the middle school and high school application process be conducted this year?
- Will there be flexibility in the length of the school day?
- What plans are being made to provide students with disabilities transportation?

Students, families, teachers and staff deserve better from the DOE. CEC3 expects practical plans, transparency, and responsible operations from the DOE. As of today, what we have seen is not sufficient. As of today, what has been presented to parents poses risks to our health and is woefully inadequate for

teaching and learning in these conditions. The following conclusions represent what we believe to be the most important next steps for our students and families.

District 3 Priorities for Next Steps

- Develop and standardize fully-remote learning across New York City to ensure equitable pedagogy, access to curriculum, and adequate ability for families to manage work-life balance.
- Reactivate and expand REC centers so that the children of essential workers and vulnerable students are able to be accommodated in person.
- Hire, train and introduce full time nurses to every school building, and communicate full protocol and logistics plan for in person operations.
- Develop in person learning plans for elementary school students
- Deliver a blended in-class/remote student, parent, and teacher experience
 - This assumes a financial plan for safety protocols for PPE and nurses that demonstrates full funding and sustainability beyond the 2020-2021 school year.
- Deliver a plan for the fully-remote IEP student, parent, and teacher experience.
 - This assumes a legal measure for IEPs that provides an addendum for fully-remote support for students with IEPs to be executed for all candidate students and families.

Public school parents had to fight for schools to close in the spring because the main considerations for making the decision were political. We find ourselves back in essentially the same position, calling on you to act based on evidence and facts instead of political motivations and bureaucratic justification. New York may have been successful in lowering the positive case rate across our city, but medical experts have already countered that the likelihood is high for a resurgence in COVID19 cases if NYC proceeds with this plan.

We demand answers to all of our questions. We do not support the reopening plan given the existence of so many unanswered questions and therefore oppose the opening of schools on September 10, 2020. We call on you to make our children, and the adults that take care of them, your top priority. Our parent leaders want to assist, so please reach out if you would like our help.

Respectfully,

CEC3

cc: Chancellor Richard Carranza
Executive Superintendent, Manhattan, Marisol Rosales
District 3 Superintendent Christine Loughlin
Manhattan Borough President Gale Brewer
NYC Public Advocate Jumaane Williams
NYC Comptroller Scott Stringer
NYS Regents Member, 1st District, Nan Eileen Mead
Panel for Educational Policy Member, Michael Kraft
City Councilmember Mark Treyger
City Councilmember Helen Rosenthal
City Councilmember Bill Perkins
City Councilmember Mark Levine

State Assembly Member Linda Rosenthal
State Assembly Member Daniel J. O'Donnell
State Assembly Member Inez Dickens
State Assembly Member Richard N. Gottfried
State Assembly Member Robert J. Rodriguez
State Senator John Liu, Chair, Subcommittee on NYC Education
State Senator Shelley Mayer, Chair, Committee on Education
State Senator Brian Benjamin
State Senator Brad Hoylman
State Senator Robert Jackson
State Senator Jose M. Serrano
U.S. Congressman Adriano Espaillat
U.S. Congressman Jerrold L. Nadler
United Federation of Teachers President Michel Mulgrew
Community Board 7 Chair Mark Diller
Community Board 10 Chair Cicely Harris

My name is Oli Occelli. I am an elementary school teacher at PS 363, The Neighborhood School, on the Lower East Side in Manhattan. I am also involved in the MORE Caucus of the UFT and we have made a list of demands that are non-negotiable if we are to reenter school buildings. We need true equity citywide and need to feel like all of our lives (staff, students, families) matter to those in charge of the city and our schools.

I will post those demands here as well as the link to our health justice agenda where they are posted. Someone needs to hear us and understand that we are fighting for everyone's health and safety. We will not stop until this has been achieved.

- ***Community Based Policy-Making:*** Teacher, parent, student and community participation in all DOE-wide policy-making decisions and school-based Health Monitoring Teams.
 - ***Transparency and the Right to Know:*** DOE re-establishes trust by sharing risk of reporting to school buildings with all staff, students, and families.
 - ***Public Employees in Public Schools:*** All employees who work in or for the schools serve the public and must be full time employees of the Department of Education, not private contractors, including but not limited to Custodians, Bus Drivers, Cafeteria Workers, and School Safety Agents.
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- ***Public Health Standards:*** Mass testing, universal contact tracing, and social distancing, as outlined by the New York State Nurses Association, must be achieved throughout the NYC region and followed in our schools.
 - ***Basic Sanitation:*** Basic non-toxic sanitary supplies such as soap, soap dispensers, alcohol-based hand sanitizer, sanitary napkins, and toilet paper must be provided in all schools, now and in the future.
 - ***PPE for All:*** Personal Protective Equipment and gloves must be regularly provided to all students and school-based staff, including cafeteria workers, SSAs and bus drivers. Schools must provide PPE to students and families without the given resources.
 - ***Prioritize Space for Students:*** Space must be reorganized for prioritizing student use, such as creating space for social workers and counseling, not administration or NYPD.
 - ***Longer-term Capital Projects:*** This crisis has revealed significant shortcomings with our school building infrastructure. We need major improvements to school building and equipment, including HVAC

- upgrades to improve ventilation, lighting, and water piping. Potable water must be free of lead.
- ***Hire More Essential Staff:*** Nurses, social workers, grief counselors, school psychiatrists, and all other student-facing staff.
 - ***Hire More Staff, Period:*** Schools faced budget cuts before COVID-19 and our students paid the price. Going forward, we need far more staff to educate and protect our students, and we need the same staffing standard in every school. With over 19,000 fatalities statewide, an imminent risk of outbreak in every community, no school can justify layoffs or other reductions in the healthcare workforce. More healing centered staff is required to respond to the many traumas experienced before and after the pandemic.
 - ***Healing-Centered, Culturally Responsive, Anti-Racist, and Non-Criminalizing Approaches:*** Training for all staff, including community circles and restorative justice.
 - ***Protections for parents/guardians' choices and needs*** Fear of going outside is real. Parents do not want to put their kids at risk. It's going to be hard to go back for kids. It's going to be hard to re-adjust. Trust has been lost in the DOE's ability to hold people's best interest at heart. School staff and parents deserve the right to return on their own terms.

<https://healthjusticeagenda.squarespace.com/>

Good Afternoon,

I have been a high school English teacher for fifteen years and I have never thought of my medical issues as a privilege, however now, it has become one. This is sad and disheartening. My colleagues should not have to wish they had an illness so that they could teach remote as well.

Our major concerns are as follows, why does the agreement that was reached to stop a strike only address testing a small section of our population? Why aren't teachers being tested prior to being asked to return to their buildings on the 8th?

We are expected to monitor the students as they are having lunch in the classroom. How is this lunch policy safe for students or for teachers? The children will not have their masks on and the only guidance teachers have received thus far is to "stay in the back of the room". This is unacceptable when indoor dining is still not allowed citywide.

Some of us will not be in a position to see our at risk families until summer due to the senseless exposure we are about to face. We won't have 14 days to quarantine that is required before we visit.

Those of us with the unfortunate privilege of having illnesses that remove us from our schools, our second homes, will be expected to reapply for the accommodation in December, a month with only seventeen DOE working days. How are we to be ensured that our accommodation will be reinstated for the New Year?

These concerns have not been answered or even truly addressed by our city government, or our union. We do not believe that school should open in-person or that our lives and the lives of our families should be put at risk.

Will you, the City Council of New York, advocate for us? Will you stand up and fight the mayor and be our voice as tax paying citizens of this city?

Thank you.

Increase School Funding

Dear City Council Representatives,

I am a constituent of Alicka Ampry-Samuel and I have been a NYC public school educator since 2006. Never until this year did I even think about the lack of ventilation in our school buildings. I didn't think about how the stagnant air or frequent lack of soap may have contributed to rampant colds and illnesses. We just all accepted the crumbling infrastructure that is public school and we did the best we can. The pandemic is forcing us to confront this hard truth--public schools have been historically underfunded. Now years of buildings in disrepair has caught up with us.

Though I'm in some way relieved by the delay in reopening, I still fear there will be COVID outbreaks because of poor ventilation & lack of PPE. The mayor did not act quickly enough to shut down schools at the beginning of March. How can we trust he and the DOE will act fast enough to contain outbreaks in school buildings?

Also, what are you and the committee doing to generate more revenue for schools? Chancellor Carranza said we faced 9,000 lay offs and Cuomo is threatening a 20% budget cut. I fear that schools will open and then watch the supplies dwindle. Our budgets are already squeezed to the breaking point. We cannot afford to buy our own PPE, soap, and other necessities to remain open safely.

Lastly, the delayed opening has not addressed the poor ventilation in school buildings. Currently, there is not a plan at my school to equip each classroom with fans. So I will be in a room without a working HVAC & pray that the windows are enough. That doesn't sound like a 21st century solution to this crisis.

If we truly love kids as much as the mayor just professed, then we need to fund schools. Even without extra funding, I think schools will eventually open; we will juggle, struggle, and fail. We will lose kids and underserve the ones who stay. We will poorly prepare students to participate in democracy, and patterns of the privileged kids rising and white supremacy reigning will continue.

But it doesn't have to be this way. We can do better and we have to DEMAND better. Our kids need a community behind them, resources in front of them, access to excellent teachers, counselors, coaches to help kids recognize the genius within them. Please fight to increase revenues for schools before it's too late.

Sincerely,

Alie Stumpf
Public School Teacher, NYC

My mother is a New York City Public School bi-lingual, special education teacher in the Bronx. Her class is made up entirely of Black and Latino/a/e disabled students who have high support needs related to their physical, developmental, cognitive, and emotional wellbeing. My mother's students come from the city's most under-served communities. Many of their families face housing and food insecurity and are at high risk of COVID-19 illness. The re-opening of New York City schools puts these disabled students, my mother (as their instructor) and her support staff of paraprofessionals at risk.

While the city has worked with the United Federation of Teachers to construct a re-opening plan that includes personal protective equipment requirements, social distancing guidelines, and other protocols, these procedures were designed with a one-size-fits-all approach for the general population. The city has made no significant effort to make on-campus conditions safe for disabled, medically vulnerable students AND has failed to provide appropriate tools for at-home virtual learning. Students who need one-on-one support have had difficulty simply navigating the online tools used for their instruction and there have been no measures specifically designed to address these accessibility gaps.

The way that the city handled online education for disabled students was (and still is) disheartening, and gives me little reassurance that in-person, on-campus instruction will be handled any better. Since the COVID-19 outbreak, disabled students have been left behind at every turn, and the current Fall 2020 school re-opening plan is just the latest example of this egregious neglect. New York City needs to center its immediate school reopening program and its education policy more generally on the needs of the most vulnerable: our Black and Brown disabled students .

Sincerely,

Ariana Martinez

Family member to a New York City Public School Teacher

2315 Esplanade Avenue,

Bronx, NY, 10469

From: Teachers of Millennium Brooklyn High School

Dear NYC City Council,

My name is Ayumi Nagano Durden, and I will be entering my seventh year teaching at Millennium Brooklyn High School of District 15 in September 2020.

As a member of the School Reopening Committee, I would like to present the attached letter which very clearly voices the concerns and requests of MBHS teachers for the upcoming school year.

We hope that you take these concerns gravely and reconsider your decision to reopen NYC public schools.

If you have any questions regarding this matter then please do not hesitate to contact me.

Regards,

Ayumi Nagano Durden

August 11, 2020

Dear Governor Cuomo, Mayor DeBlasio, Chancellor Carranza, Superintendent Ross, UFT President Mulgrew & MBHS Community,

The Millennium Brooklyn High School Reopening Committee is aiming to open up dialogue with all stakeholders in our community about our concerns in opening the school building this fall. Generally, we are discouraged by the city's handling of the pandemic, particularly in the lack of clear communication about how we will ensure the health and safety of students, staff, and administration in NYC public schools. We are also disheartened by the lack of teacher voice in the city's plan.

After polling our staff, we have determined that an overwhelming majority are not comfortable returning to the building. Too many of our teachers and staff are overwhelmed with fear and anxiety right now about the risks that they and our students will face upon return to our building. Many of us are very stressed to know that several of the concerns we describe in this letter have not been applied to our school reopening plan. Ultimately, we do not think that blended learning can be done in a way that guarantees the safety of students and staff at this time as referenced in an open letter written by [34 Principals of District 15](#) - district of MBHS. As educators, we want a model that supports students in the safest way possible. Therefore, children and teachers should not be the first modeling of large indoor gatherings in NYC.

We understand that the choice to adopt a fully remote model is not one that can be made by our administration. It is now in the hands of our elected officials to choose what is best for the health and safety of its constituents. We implore you to make the right decision, which is for full remote learning in the Fall until we can be assured our reopening plan is safe. We are just the voices at one school, but know we are not the only ones concerned about the current state of education in NYC.

Although New York City is managing the pandemic well when compared with some other cities and states, we are still susceptible to community spread. According to [estimates](#) of infection rates recently released, in a New York City school of 500 students, on average 1 student or staff person will show up to the start of school with an active infection. We know the dominant way the virus is spread is by extended exposure indoors. The question is not *if* COVID-19 will spread in the schools upon reopening, but *when*, and *how fast*. We do not feel comfortable putting ourselves and our family members (some of whom may be immuno-compromised), our students, and our students' families at risk in this way.

Furthermore, even if we at MBHS and other NYC schools follow health protocols perfectly, NYC is unique in that the majority of staff and students take public transportation to get to school. This is a mitigating factor beyond our control - our teachers, administrators, the DOE, and even the Mayor cannot guarantee that the MTA will ensure proper health and safety conditions. We also must recognize that students of color are more likely to have long commutes to school, that

these communities have been hardest hit by the pandemic, and that they will be disproportionately impacted should the opening of schools prompt another wave of the virus.

Even though our administration and custodial staff are working overtime to make our school as safe as possible, there are limits to how much we can change in mere weeks. We are also concerned about how much they can handle once we return to our buildings. Our building, The John Jay Campus, is more than a hundred years old, and we have concerns about the building's infrastructure and its capacity to guarantee proper and consistent ventilation. Although we have been told by DOE central that cleaning protocols will be intensified, the custodial budget for the DOE this year is the same as last. It is unclear where this additional labor for building sanitation will come from. The union that represents our building custodial engineers has cast [serious doubt](#) on the ability of DOE central to make this shift. In March, as the pandemic was spreading, we did not have access to disinfecting wipes, hand sanitizer, tissues, and other important health and safety items. Clorox brand has put out [a statement](#) to the public that their sanitizing products may not be fully stocked, and the company may not be able to fulfill demand until well into 2021. Our bathrooms, both student and faculty, continually run out of soap and paper towels.

School days, even in a blended model, will not at all resemble what they looked like last year, before the pandemic. Epidemiologists and scientific researchers have confirmed that virus spread is increased by talking in enclosed spaces, even with masks on. Students will have to remain 6 feet apart at all times; this will limit group work and collaboration amongst students and may be limited to Google Docs and other computer programs. Hallways will be one way, and stopping to chat or catch up with friends or teachers will not be possible. A fistbump or high-five will not be possible. Any physical contact of any kind will be forbidden. According to DOE guidelines, students will not be able to leave the building for lunch; they will have to eat during instructional times which only increases the chances of virus spread as all students will be eating in small classroom spaces.

With students still moving from room to room for different classes, sharing bathrooms, and moving in hallways, it will be very difficult to track and trace exposure should a student or teacher be infected with COVID. A positive case will result in dozens of students and teachers being forced to self quarantine for 14 days and rapidly transition to remote instruction. If and when our school has more than one positive case, the entire school will have to be closed. After an investigation, much or all of the school may be forced to a full-remote model for at least two weeks. As cases are predicted to rebound in the fall, this scenario may repeat itself again and again. It is unlikely that a blended model will offer any consistency at all for our students.

In March, our community had to adapt to a completely different way of teaching and learning with no guidance or training from DOE. Teachers worked longer hours than ever before to develop lessons for online learning. With more time to plan and develop best practices and protocols for teaching remotely, we believe MBHS can offer a greatly improved remote learning experience this fall. Remote learning is going to be a big part of every student's education this

coming school year, whether we are working with a blended or fully remote model. The failure to call for remote learning now means we are losing precious time in planning for the best possible version of remote learning.

Many of us are parents and we recognize that as parents we have no good options here. The inability to send our children to school is a huge disruption to our lives.

We acknowledge and respect that many families rely on in-person schooling so they can fulfil their own personal work responsibilities, and that all families will make the decision that is best for their children in the fall. However, families and staff should not have to make life or death decisions in the midst of a pandemic. We believe that the reopening of school buildings poses an even greater disruption to our school community and all New Yorkers by putting students, their families, and staff at risk of contracting a deadly virus. Simply put, reopening schools could spark another wave of the pandemic in NYC.

In an ideal world, we all want to teach in person. We miss our students. We miss the daily interactions of a typical school day. We recognize that remote learning is an imperfect substitute for the more dynamic, engaging, and supportive school environment we all try to foster at MBHS. But at this time, in-person learning is simply not safe. Given this, we ask the NYC Department of Education to adopt a fully remote model for the fall. We also call on parents and all concerned New Yorkers to join our call.

Sincerely,

The Millennium Brooklyn High School UFT Reopening Committee in Partnership with Fellow Concerned Educators

Dear Chair Treyger and Education Committee Members,

Today, I testify as a parent of a rising third grader at PS 261, Philip Livingston School in Boerum Hill, Brooklyn. I'm sure you're well aware of the exhausting summer we've all experienced — parents, administrators, teachers, your offices and everyone involved in opening the NYC schools for Fall 2020. What has been so frustrating and exhausting is the lack of sound information, absence of real guidance and frankly an abdication of responsibility from the DOE to the parents and PTA. Essentially, parents have been left on their own to decide how to educate and keep their children safe this year. I, personally, have completely written this year off as an opportunity for my son to advance academically. That is hard to admit. I value education very highly. This hurts!

As a family, we are committed to the diverse and equitable environment of a NYC public school—and PS 261 has provided a model of supportive community, ethical practices and moral engagement.

My son is eight years old. He wanted to return to school— to run and play, to see his friends, to learn. He needs to interact with other children. He needs to get some education provided by a professional, an authority who is not his parent.

Our son informed us recently that he doesn't want to go to school. He's scared. He doesn't feel safe. And frankly, we don't either.

So, now we are faced with a year at home, with *all* responsibility for our child's learning and socializing placed on us, regardless of a hybrid or 100% remote plan. Maybe this is not the case but if it is not, I am not aware of support from the DOE; nothing has been communicated. As parents, we have always been involved in the process, we take responsibility for our child's development and the essential role we play in his education. But we can't do it alone—or simply with the support of other parents. We are not professional educators. *The public education system has to do its part.*

I don't feel comfortable sending my child to school. Here's reason number one: I am in no way confident that an aerosol-spread virus can be contained in a closed interior space serviced by old and malfunctioning heating and ventilation systems. (We know there is no AC in the HVAC when it comes to most of our schools.) The chancellor's defense of the "toilet paper airflow test" is an outrage. Showing that air flows out of a vent is not a safety check and provides no proof of anything.

I support my Council Member Brad Lander's appeal for a plan for outdoor learning. The chancellor has finally acknowledged this idea and has advanced it to individual schools to adopt on their own, applying to DOT and other agencies to administer. He suggests that the PTAs pay for this accommodation—and to make it equitable, he suggests that more privileged communities pay for less privileged schools. We all need to do our part, but this is an outrageous suggestion. Where is the DOE's contribution to keeping our children safe—and

educating them? This sounds dangerously close to suggesting that we PRIVATIZE our PUBLIC system.

Let me say it again: REALLY? The NYC DOE couldn't get a plan together? This is not an unprecedented situation. Outdoor learning was implemented during the tuberculosis outbreak – also an aerosol-spread virus. We are not asking for the DOE to be extremely creative. It's not like putting mimes in to control traffic issues – like the mayor of Bogota, Columbia did.

Let's delay the start of school — and demand that the DOE get a plan together that makes it safe for students, parents, administrators and teachers. Let's get a plan that has a protocol for when a school community member is sick. Can we get rapid testing on site? Can we make smart decisions of how to close should an infection break out? And what are you doing to ensure that the children's mental state of mind is considered?

My eight-year-old son is worried he will die if he goes to school. He is also worried he will live but bring the virus home, and kill his mothers and his grandparents. I am so worried for his psyche. If I send him into a chaotic environment or if school is immediately shut-down due to an outbreak, I fear that the year will be spent nurturing a fractured young mind and soul—and academics don't even come into play. That is my concern.

What is a few more weeks or a month? Let's get it right and let's make sure everyone is safe and nurtured. We need a safe and clear plan. Please.

As I said, it is a year many of us have written off academically. Just make it one that doesn't damage my kid, cause him to fear school, and break any trust he still may have in government to protect him. He already knows, from the playground I might add, that the Federal Government and the President do not care about him or his friends. I also will remind you that many children live in fear that the government will take them away from their parents or take their parents from them. And, they worry that the NYPD is not here to protect them or their families. As parents we try hard to navigate these issues but the burden on us is too great right now. We take responsibility for our part but don't see that the others, i.e. government and authorities, are doing their part. Please help to make this better.

As an engaged community member and a caring and loving parent, I appeal to you to delay school and for the DOE, City and State, to use that time to produce an equitable and safe plan for all children.

Sincerely,
Amy Breedlove
363 Henry Street, #2
Brooklyn, NY 11201
PS 261 Parent

Testimony of Briget Rein
Before the New York City Council Education Committee
Regarding the Reopening of New York City Schools

September 3, 2020

Good afternoon, first I would like to thank the City Council and Chair of the Education Committee, Council Member Mark Treyger for holding this important hearing today.

My name is Briget Rein, and I have spent my life as an educator and trade unionist fighting for the rights of hard-working people.

These last few months have been difficult for all of us. We have faced monumental challenges, especially in the education of our students. In March, students and teachers had to quickly adjust to online learning, and for the conditions they were under, they did well.

From the day that the school year ended until now, the Department of Education should have done nothing but prepare for two possibilities: in school learning or virtual learning. It seems that they chose to do neither. This is unconscionable, but we should not allow our children and teachers to suffer because of their lack of preparedness.

The recent decision to delay in school learning to September 21st is a start, but we need to make sure that during that extra time the DOE is actually making preparations for the arrival of students and teachers. It is crucial that the opening of schools is guided by facts and science so that we do not make decisions based on personal opinions that can put our students and teachers at risk.

In addition to a blanket opening on September 21st, we should also be looking at individual schools, and make a case by case decision on whether it is safe to reopen. Our

communities need the data on inspections by DOE officials before school starts, and there should be an easily accessible way to find that information. This is not easy work, as many people who are taking part in the process will tell you, but we need DOE staff to get it done. I encourage Mayor de Blasio to get up on a roof and take part in this process and examine the air conditioning units that are being installed and upgraded. In addition, he should invite the unions and school communities to take part in these inspections and conduct these walk throughs. The results should be shared with the public so that everyone is made aware of the steps being taken to make our schools safe.

The decision to institute testing is also an important step forward. Taking temperatures is important, but with the number of students and teachers coming in and out of our schools it is critical that we are testing. But we must watch this carefully to ensure that there is compliance. A testing program does little good if it is not being used or not being tracked effectively. While still keeping in line with HIPAA, we need transparency from the DOE on the number of tests each day and the results of those tests. We also need to make sure that parents are aware of the testing protocols so that they can feel comfortable with their children having these tests performed. They should receive the results first, and should their child test positive we must make sure there are healthcare resources made available. There should also be contact tracing to go along with these tests to ensure that those exposed know to quarantine to minimize the risk of spread.

Classroom teaching is going to be very different this year, and we should be preparing our teachers and staff for those changes. Students and teachers should know the routine beforehand for temperature checks and parents should be vigilant to watch for signs and symptoms before sending their child into school. We also must make sure that they have enough

materials for students, items like pens, pencils, and markers, which should not be shared. Schools should have these supplies on hand, as well as PPE materials like masks and gloves, in case there are students in need.

There are surveys currently being used to judge the conditions of our schools that list nearly twenty areas that must be overseen. That includes materials like PPE that I previously mentioned, but it also includes making sure that bathrooms are stocked with soap so that handwashing is possible. Inspections must be performed on HVAC systems to ensure that the proper MERV-13 filters are being used or will be installed before the start of the year.

We have to examine how students arrive at school, how they eat lunch, use the restroom, visit the nurse, and finally leave school for the day. Signs and other directional material must be prepared for when students are in the hallways so that they remain socially distanced. And then there's the cleaning protocol for classrooms and common areas after students and teachers depart. It is imperative that cleaning supplies are well stocked and ready to go and that those workers who remain have the proper PPE and clothing to stay safe themselves.

These are starting points, but they are surely not a definitive guide. We need our leaders to come together and find the best way to make sure that when schools reopen they do so safely. The slow and dragged out decision to close schools in March cost us dearly, there is little doubt about that. Let's not make the same mistakes again, and use the facts and information we have gained as the proper guide.

I thank you for your hard work on this issue and for allowing me to testify today.

Please see translated versions of this testimony in [Spanish](#) and [French](#) below. // Para obtener traducciones en [español](#) y [francés](#), consulte a continuación. // Veuillez consulter les versions traduites de ce témoignage en [espagnol](#) et en [français](#) ci-dessous.

September 3rd, 2020

ATTN: Members, New York City Council Committee on Education

CC: Governor Andrew Cuomo
Mayor Bill de Blasio
Chancellor Richard Carranza
Senior Advisor to the Chancellor for Strategic Planning Alison Hirsh
UFT President Michael Mulgrew

While it is true that the UFT, Mayor de Blasio, and the Department of Education have reached an agreement in order to delay the start of in-person learning, a multitude of unanswered questions about the reopening of our school buildings remain. As educators, parents, and concerned citizens of Bronx school districts, we urge you to continue to put pressure on the DOE and the Mayor to answer our questions. It is one thing to know that there is now a 50-item safety checklist that the UFT will employ in order to assess the safety of our buildings. It is another thing entirely to trust that the DOE will follow through to address safety concerns within buildings as they arise, given the long list of issues that remain unclear.

Monday's agreement was made without the consultation of teachers, students and family members—the people most affected by its implementation. At the time that we pen this letter, educators have yet to see the building reports that supposedly confirm the safety of the school buildings. Nevertheless they are being told by the DOE and the UFT that it is safe to enter on September 8th. In addition, COVID-19 infection rates in zip codes that encompass many of our Bronx districts, including District 11 and 12 schools, hover above the recommended 3% rate that the Mayor and UFT President Mulgrew have used to bolster their plans. For example, according to [this tracker from Gothamist](#), the infection rate for zip code 10469, in the Pelham Parkway, Morris Park, and Laconia section, is 4.4%. This not only contributes to our sense of unease about returning to school buildings, but it shows us that both the UFT and the City are dismissive of the way COVID-19 has disproportionately affected areas of the city that historically have higher Black and Latinx populations, and continues to do so. Our school communities have already suffered so much loss; students and teachers and families in the Bronx deserve to be every bit as safe as those in areas of the city with lower rates of infection, and they should not go to school unless it is truly safe to do so, which at this time it is clearly not.

On August 27th, more than 200 community members showed up for a Bronx Town Hall hosted by MORE-UFT, the social justice caucus of the UFT. Parents shared their many concerns. One topic that caused much conversation was the chemicals used in cleaning products, specifically the chemicals that will be sprayed to disinfect classrooms. Would their children with asthma be breathing in toxic chemicals? Other parents wondered how the DOE could be prepared to educate their children safely this year when the plans were coming out so late. Family members voiced that one to three days of in-person instruction did not solve their child care problems. As of today, there is still no viable child care plan offered by the city for parents and teachers who need coverage for the gap between when teachers return to school on the 8th and students on the 21st. Other families wondered whether their young children might be further traumatized by learning in hospital-like conditions, wearing masks. After going through so much in the spring, they wondered whether in-person learning at a distance and with so many limitations would be effective, compassionate, and responsive to their children.

Bronx educators spoke to one another about their lingering worries after considering the new safety plan. **Many teachers wondered about not being granted medical accommodations for those who live with an immunocompromised person or family member in multigenerational homes.** Although many agree that in-person learning is best for kids and is more personally fulfilling, educators should not have to put their families in danger because they must report in-person. As of now, there are still no accommodations for teachers in this situation, putting their family members at risk. To know that family members could get sick is a terrible burden for our teachers to carry at work each day, and we ask that the DOE extend accommodations to those who live with immunocompromised people.

In addition, many teachers outright questioned the DOE's ability to provide PPE in adequate quantities given the many resources we lack on a consistent basis due to inadequate funding of our public schools. Similarly, teachers and families wondered how the ventilation systems of turn of the century buildings could suddenly have been deemed "safe" over the course of a few summer months. **When we are used to not having enough—budget, space, ventilation, supplies—it is extremely difficult to trust that now we will have the things we need in abundance. The Department of Education should be called on to show us the PPE.** We are being reassured that there will be a 30 day supply of PPE in schools *at all times*. When we see fully stocked closets, when we see the *thousands* of masks that we will need to outfit our children—not just a few days worth—then we will believe that it exists.

Another health concern is the lack of school nurses in our schools! Although we have been told that nurses are vital members of each school's COVID-19 Building Response Team, there are still schools without nurses. Will these schools be forced to go ahead with in-person

teaching with no trained medical personnel on staff? This question is so critical because it sheds light on the overarching problem that nips at the heels of the DOE's plan: school funding. **How have we gotten to a place where schools that serve students with high rates of asthma and diabetes, as is the case in many Bronx school districts, operate on a daily basis with no nurses on staff?! This is simply not good enough for our young people.**

As you can clearly see from the pure quantity of issues that remain on the minds of stakeholders, although there is an agreement between the UFT, the DOE, and the Mayor, we are simply not finished with the fight to make sure our students, our communities, and our selves are safe to return to in-person teaching in New York City. We must fight to ensure that our students, families, coworkers, and loved ones do not face further trauma and loss. In a pandemic that disproportionately impacts Black and Latinx communities, this is not only a question of health and safety but a demand for racial justice for our students.

Regardless of how much we want to return to our beloved classrooms, schools are not ready to physically reopen. We are sending our students and educators into enclosed school buildings for prolonged periods, with insufficient ventilation, maskless lunch periods, and too many unanswered questions whose consequences can be fatal. It bears repeating that the New York City Department of Education is the only major school district in this country attempting a return to in-person learning this fall.

Lastly, we do not have confidence in this plan because the very people who make up the 'heart of the Bronx' were not consulted in creating it. The agreement does nothing to address the chronic underfunding of our school system—a problem that will only be magnified as the city grapples with the impending austerity measures proposed by Governor Cuomo, measures that could be offset by taxing our state's millionaires, many of whom live here in NYC.

Although we support the resolution to delay the start of in-person schooling, we believe Councilman Treyger's proposed resolution does not go far enough to address the many health, safety and equity concerns. We demand answers and solutions to these issues prior to school buildings reopening *or* a return to the drawing board that includes the voices of our students, our communities, and our teachers. We demand full remote learning until there are no new cases of COVID-19 for 14 days, our schools are fully funded, and community stakeholders are part of the decision-making process to reopen schools. Full remote learning is far from ideal, but the COVID-19 crisis calls for the Mayor and the Department of education to put people's lives over profits. Only then can we confidently say to our students and their families that we have the "most robust safety plan" in place.

Signed,

- ~ Natalie Kuhl, Samara Community School (District 12), Special Education Teacher
- ~ Ilona Nanay, Mott Hall V (District 12), Global History Teacher
- ~ Amy Crehore, Samara Community School (District 12), Spanish Dual Language Teacher
- ~ Diana Tackett 11X513 teacher
- ~ Jasmine Testa, HERO HS (District 7), Social Studies Teacher
- ~ Angie Rosario, Samara Community School (District 12) Teacher
- ~ Jeremy Ehrlich, New World High School (district 11), ENL teacher
- ~ Bryan Cockrell, KAPPA International HS (District 10), ENL Teacher
- ~ Ilan Desai, Fordham High School for the Arts (District 10), ELA Teacher
- ~ Caroline Sykora, Claremont International High School (District 9), ENL/Art Teacher
- ~ Daniel Kam-Gordon, HERO High School, district 7, special education teacher
- ~ Alexandra Haridopolos, Teacher, ENL/Social Studies
- ~ Shulamith Nosek, Health, Education and Research Occupations (H.E.R.O.) High School, District 7, special education teacher
- ~ Deborah Shaked, HERO High, District 7, ESL Teacher
- ~ Jonathan Cohen, HERO HS, district 7, science teacher
- ~ Georgiades, Nicolette (District 11), Earth Science Teacher
- ~ Rebecca Meyer, Bronx Park Middle School (District 11), ELA Teacher
- ~ Julie Kim-New World HS (Global History Teacher)
- ~ Drew Testa, District 11, Art Teacher
- ~ Maria Simón, New World High School (District 11), ELA/ENL teacher
- ~ Johanny Valdez, MS391(District 10), Math teacher.
- ~ Kateri Krantz-Odendahl, KAPPA International High School (District 10), ELA and IB Theater Teacher
- ~ Stephina Fisher, Bronx Academy for Software Engineering (District 10)
- ~ Adam Sawamura, HERO (District 7)
- ~ Judith Nysenholc, HERO HS , District 7, ESL teacher
- ~ Erica DeJesus-corporan, New world High school (District 11),Guidance counselor
- ~ Whitney Witthaus

- ~ Antonette Laricchia, LaGuardia HS, District 3, World Languages Teacher
- ~ Daniell Martinez, Bronx School for Law Government and Justice, District 9, ELA teacher
- ~ Kimberly Felder, The Bronx School for Law, Government and Justice, District 9, Educator
- ~ Andrew Nagel 09x505 physical education
- ~ Paige Caliguiri, Bronx School for Law, Government and Justice, District 9, Librarian
- ~ Caleb Seibert, Bronx School for Law, Government and Justice (District 9),
Government/Economics Teacher
- ~ Jake Jacobs, middle school teacher (District 11)
- ~ Elizabeth Tapia, The Bronx School for Law, Government and Justice (District 9), Special
Education Teacher
- ~ Julie Arcement, Claremont International HS (District 9), ENL Math
- ~ Patrick J Gallagher, Bronx School for Law, Government & Justice (District 9), Algebra 2 Teacher
- ~ Ashley Sanchez, Bronx School for Law, Government and Justice (District 9), English Teacher
- ~ Ryan Senning Teacher Bronx LGJ District 9
- ~ Selena Flores The Bronx School for Law, Gov't and Justice, District 9, Lean Dean of School
Climate, Culture and Discipline
- ~ Osvaldo Adames, Teacher, Bronx LGJ (District 9), Math Teacher
- ~ Carol Kourouma, Bronx School for Law, Government and Justice (District 9) , Special Education
Teacher
- ~ Cherrilyn Badilla, Bronx Park Middle School (district 11), Special Education teacher
- ~ Nancy Martin, CLHS, District 9, literacy coach
- ~ Emily Elkind, Bronx School for Law Government and Justice, (District 9) ENL Teacher
- ~ Cherrilyn Badilla, Bronx Park Middle School (district 11), Special Education teacher
- ~ Lisbeth Paredes, The Bronx School for Law, Government and Justice, District 9, Spanish
Teacher.
- ~ Daniel Mendelson, Teacher, District 10, Social Studies Teacher
- ~ Sam, Teacher, District 11, Bronx
- ~ N Munroe (District 9)
- ~ Emily Levitt, Bronx Park Middle School (District 11), Math Teacher

- ~ Stivaly Paulino, Bronx LGJ (District 9) Science Teacher
- ~ Brenda Smith, Bronx School for Law, Government, and Justice (District 9) ELA teacher
- ~ Ashley Levins, Bronx School for Law, Government, and Justice (District 09), Special education teacher
- ~ Cherice Nealy , Bronx Park Middle School (District 11), Special Education Teacher
- ~ Yvonne L Clarke
- ~ Jennifer Fall, Bronx Park Middle School (District 11), ELA Teacher
- ~ Tracey Ann Guillaume, The Bronx a School for Law, Government, and Justice (District 9), School Counselor
- ~ Denisse Starks, Mott Hall V (District 12), school counselor
- ~ Christopher Starks, District 8, parent
- ~ Michael Campbell, Mott Hall V (District 12), Civics and Economics teacher
- ~ Kiara Delgado, Mott Hall V (District 12), Paraprofessional
- ~ Alison Johnson (District 11) History Teacher
- ~ Emily Elkind, Bronx School for Law Government and Justice, (District 9) ENL Teacher
- ~ Alia Richardson. The Bronx School for Law Government and Justice. Science teacher.
- ~ Kimberly Iacofano, Bronx School for Law Government and Justice (District 9), English Teacher
- ~ Reneé Ahmad, 6th Grade Math, Bronx Park MS, District 11
- ~ Gabriel Vázquez, Samara Community School (District 12), Special Education Teacher
- ~ Claire Quinn, Samara Community School (District 12), teacher
- ~ Kimberly Iacofano, Bronx School for Law Government and Justice (District 9), English Teacher
- ~ Wandaly rentas, Claremont I ternational High School, District 9, ENL teacher
- ~ Magda Aboulfadl, Claremont International High School, D9, School Counselor
- ~ Joon Yong Choi, Bronx Park Middle School, District 11, Teacher
- ~ Fanny Taveras, Samara Community Schoo (District 12) First Grade English Teacher
- ~ Kristina Bermudez / D12 / ENL Teacher
- ~ Mary f perez
- ~ Bryan Anderson, Samara Community School (District 12), 5th Grade Teacher
- ~ Marlowe Knipes, Bronx Park Middle School (District 11), Social Studies Teacher

- ~ Ayanna McCullough Samara Community School (district 12) Teacher
- ~ N Munroe (District 9)
- ~ Yunelis Aybar, Samara Community School,(District 12), Paraprofessional.
- ~ Emily Elkind, Bronx School for Law Government and Justice, (District 9) ENL Teacher
- ~ Lariska Melenciano, Samara Community School (District 12), Special Education Teacher
- ~ Monica Meléndez, Samara Community School, District 12, Teacher
- ~ Kendra Miller, 09X593, ENL Teacher
- ~ Carol Kourouma, Bronx School got Law, Government and Justice (District 9) , Special Education Teacher
- ~ Sohail Qureshi Jr Bronx Park Middle School X556
- ~ Janira Gonzalez, Samara Community School (District 12), Teacher
- ~ Claire Quinn, Samara Community School (District 12), teacher
- ~ Todd Stein, Bronx Aerospace High School (District 11), English Language Arts Teacher
- ~ Kristina Bermudez / D12 / ENL Teacher
- ~ Gabriel Vázquez, Samara Community School (District 12), Special Education Teacher
- ~ Joliette Mandel, Samara Community School, District 12, 3rd Grade Dual Language Teacher
- ~ Trisha Garcia, Samara Community School (District 12), 1st Grade ICT SPED Teacher
- ~ Rosa Lopez, Samara Community School(District 12) Kindergarten Teacher
- ~ Rosa Lopez, Samara Community school (District 12) 3rd grade parent
- ~ Alexandra Abreu, Samara community school teacher, district 12
- ~ Ayanna McCullough Samara Community School (District 12) Teacher
- ~ Tamara Del Rosario, South Bronx International Middle School, District 9, ELA teacher
- ~ Trisha Garcia, Samara Community School (District 12), 1st Grade ICT SPED Teacher
- ~ Natasha Toro, Samara Community School (District 12), Pre-k dual language teacher
- ~ Mariana Swick, Samara Community School (District 12), PK -5 Visual Arts Teacher
- ~ Nelcy Sanchez, Samara Community School (District 12), Teacher
- ~ Anna Joseph, English Teacher District 12
- ~ Mary f perez
- ~ Elizabeth Jannazzo, mott hall v district 12, special education teacher

- ~ Stephanie Mair, P.S. 14 Corona, District 24, teacher
- ~ Monica Meléndez, Samara Community School, District 12, Teacher
- ~ Ted Young, Bronx School for Law, Government, and Justice
- ~ Jeremy Ehrlich, New World High School (district 11), ENL teacher
- ~ Marlowe Knipes, Bronx Park Middle School (District 11), Social Studies Teacher
- ~ Ayanna McCullough Samara Community School (District 12) Teacher
- ~ Jolaoluwa Hussey, Mott Hall V (District 12), ELA Special education teacher
- ~ Sandra Rivera Perez, 11X567, Professional School Counselor
- ~ Kristen Rucki, High School of Language and Innovation (District 11), ENL Teacher
- ~ Virgil Talaid, PS 277X (District 7), Teacher
- ~ Jessica Cosentino, District 11, teacher
- ~ Daphna Schmidt, District 11, teacher
- ~ Mercedes Liriano PS 536 District 12
- ~ Linda Garcia, Bronx District 11, Teacher
- ~ Jacqueline Colon (District 11) paraprofessional
- ~ Jose Vasquez (parent) (district 11)
- ~ Jennifer Fall, Bronx Park Middle School (District 11), ELA Teacher
- ~ David Feliciano, District 11, teacher
- ~ Islah Tauheed, 11X567, Gen Ed Elementary
- ~ Ashley Walker, Linden Tree Elementary (District 11), School Counselor
- ~ Adam Thometz, P469X - The Bronx School for Continuous Learners (District 75), Music Teacher
- ~ Daphna Schmidt, District 11, teacher
- ~ Linda Garcia, Bronx District 11, Teacher
- ~ Dannelis Parra, P.S.109 Sedgwick School (District 9), PreK Teacher
- ~ Nadia Lewis, Linden Tree Elementary, District 11, Special Education Teacher
- ~ Caleb Seibert, Bronx School for Law, Government and Justice (District 9),
Government/Economics Teacher
- ~ Krystina Nguyen (Speech Improvement Teacher) District 75/10
- ~ Yulissa Liriano, member of the community

~ Victoria Santana District 7 science teacher

Traducido al Español

Si bien es cierto que la UFT, el alcalde de Blasio y el Departamento de Educación han llegado a un acuerdo para retrasar el inicio del aprendizaje presencial, quedan una multitud de preguntas sin respuesta sobre la reapertura de nuestros edificios escolares. Como educadores, padres y ciudadanos preocupados de los distritos escolares del Bronx, les instamos a que sigan presionando al DOE y al alcalde para que respondan nuestras preguntas. Una cosa es saber que ahora existe una lista de verificación de seguridad de 50 elementos que la UFT empleará para evaluar la seguridad de nuestros edificios. Otra cosa es confiar completamente en que el DOE seguirá adelante para abordar los problemas de seguridad dentro de los edificios a medida que surjan, considerando la larga lista de problemas que siguen.

El acuerdo del lunes se realizó sin la consulta de maestros, estudiantes y familiares, las personas más afectadas por su implementación. En el momento en que escribimos esta carta, los educadores aún no han visto los informes del edificio que supuestamente confirman la seguridad de los edificios escolares. Sin embargo, el DOE y la UFT les dicen que es seguro ingresar el 8 de septiembre. Además, las tasas de infección por COVID-19 en los códigos postales que abarcan muchos de nuestros distritos del Bronx, incluidas las escuelas del Distrito 11 y 12, se sitúan por encima de la tasa recomendada del 3% que el alcalde y el presidente de la UFT Mulgrew han utilizado para reforzar sus planes. Por ejemplo, según este [rastreador de Gothamist](#), la tasa de infección para el código postal 10469, en la sección Pelham Parkway, Morris Park y Laconia, es del 4,4%. Esto no solo contribuye a nuestra sensación de inquietud por regresar a los edificios escolares, sino que nos muestra que tanto la UFT como la Ciudad desdeñan la forma en que COVID-19 ha afectado de manera desproporcionada las áreas de la ciudad que históricamente tienen una mayor población de negros y latinos. y continúa haciéndolo. Nuestras comunidades escolares ya han sufrido tantas pérdidas; los estudiantes, los maestros y las familias en el Bronx merecen estar tan seguros como los que se encuentran en las áreas de la ciudad con tasas más bajas de infección, y no deben ir a la escuela a menos que sea realmente seguro hacerlo, que en este momento es claramente no.

El 27 de agosto, más de 200 miembros de la comunidad se presentaron en un Ayuntamiento del Bronx organizado por MORE-UFT, el grupo de justicia social de la UFT. Los padres compartieron sus muchas preocupaciones. Un tema que generó mucha conversación fue el de los productos químicos utilizados en los productos de limpieza, específicamente los productos químicos que se rociarán para desinfectar las aulas. ¿Sus hijos con asma respirarían sustancias químicas tóxicas? Otros padres se preguntaron cómo podría prepararse el DOE para educar a sus hijos de

manera segura este año cuando los planes salían tan tarde. Los miembros de la familia expresaron que uno a tres días de instrucción en persona no resolvió sus problemas de cuidado infantil. Al día de hoy, la ciudad todavía no ofrece un plan de cuidado infantil viable para los padres y maestros que necesitan cobertura para la brecha entre el regreso de los maestros a la escuela el 8 y los estudiantes el 21. Otras familias se preguntaban si sus hijos pequeños podrían quedar aún más traumatizados al aprender en condiciones similares a las de un hospital, usando mascarillas. Después de pasar por tanto en la primavera, se preguntaron si el aprendizaje en persona a distancia y con tantas limitaciones sería efectivo, compasivo y receptivo con sus hijos.

Los educadores del Bronx hablaron entre ellos sobre sus preocupaciones persistentes después de considerar el nuevo plan de seguridad. Muchos maestros se preguntaron sobre la posibilidad de que no se les otorguen adaptaciones médicas para quienes viven con una persona inmunodeprimida o un familiar en hogares multigeneracionales. Aunque muchos están de acuerdo en que el aprendizaje en persona es mejor para los niños y es más satisfactorio personalmente, los educadores no deberían tener que poner en peligro a sus familias porque deben informar en persona. A partir de ahora, todavía no hay adaptaciones para los maestros en esta situación, lo que pone en riesgo a sus familiares. Saber que los miembros de la familia podrían enfermarse es una carga terrible para nuestros maestros en el trabajo todos los días, y le pedimos al DOE que extienda las adaptaciones a aquellos que viven con personas inmunodeprimidas.

Además, muchos maestros cuestionaron abiertamente la capacidad del DOE para proporcionar PPE en cantidades adecuadas dados los muchos recursos que carecen de manera constante debido a la financiación inadecuada de nuestras escuelas públicas. De manera similar, los maestros y las familias se preguntaron cómo los sistemas de ventilación de los edificios de principios del siglo podrían haberse considerado “seguros” repentinamente en el transcurso de unos pocos meses de verano. Cuando estamos acostumbrados a no tener suficiente —presupuesto, espacio, ventilación, suministros— es extremadamente difícil confiar en que ahora tendremos las cosas que necesitamos en abundancia. Se debe llamar al Departamento de Educación para que nos muestre el PPE. Se nos asegura que habrá un suministro de PPE para 30 días en las escuelas en todo momento. Cuando veamos armarios completamente surtidos, cuando veamos las miles de máscaras que necesitaremos para vestir a nuestros hijos, no solo para unos pocos días, entonces creemos que existe.

¡Otro problema de salud es la falta de enfermeras escolares en nuestras escuelas! Aunque nos han dicho que las enfermeras son miembros vitales del Equipo de Respuesta al Edificio COVID-19 de cada escuela, todavía hay escuelas sin enfermeras. ¿Se verán obligadas estas escuelas a seguir adelante con la enseñanza en persona sin personal médico capacitado en el

personal? Esta pregunta es tan crítica porque arroja luz sobre el problema general que afecta al plan del DOE: la financiación de las escuelas. ¿Cómo hemos llegado a un lugar donde las escuelas que atienden a estudiantes con altas tasas de asma y diabetes, como es el caso en muchos distritos escolares del Bronx, operan a diario sin enfermeras en el personal? Esto simplemente no es lo suficientemente bueno para nuestros jóvenes.

Como puede ver claramente por la cantidad pura de problemas que permanecen en la mente de las partes interesadas, aunque existe un acuerdo entre la UFT, el DOE y el alcalde, simplemente no hemos terminado con la lucha para asegurarnos de que nuestros estudiantes, nuestras comunidades, y nosotros mismos estamos seguros para regresar a la enseñanza en persona en la ciudad de Nueva York. Debemos luchar para garantizar que nuestros estudiantes, familias, compañeros de trabajo y seres queridos no se enfrenten a más traumas y pérdidas. En una pandemia que impacta de manera desproporcionada a las comunidades negras y latinas, esto no es solo una cuestión de salud y seguridad, sino una demanda de justicia racial para nuestros estudiantes.

Independientemente de cuánto queramos volver a nuestras queridas aulas, las escuelas no están listas para reabrir físicamente. Estamos enviando a nuestros estudiantes y educadores a edificios escolares cerrados por períodos prolongados, con ventilación insuficiente, períodos de almuerzo sin máscara y demasiadas preguntas sin respuesta cuyas consecuencias pueden ser fatales. Vale la pena repetir que el Departamento de Educación de la Ciudad de Nueva York es el único distrito escolar grande de este país que intenta volver al aprendizaje en persona este otoño.

Por último, no tenemos confianza en este plan porque las mismas personas que forman el "corazón del Bronx" no fueron consultadas para su creación. El acuerdo no hace nada para abordar la insuficiencia crónica de fondos de nuestro sistema escolar, un problema que solo se magnificará a medida que la ciudad se enfrente a las inminentes medidas de austeridad propuestas por el gobernador Cuomo, medidas que podrían compensarse cobrando impuestos a los millonarios de nuestro estado, muchos de los cuales viven aquí en Nueva York.

Aunque apoyamos la resolución para retrasar el inicio de la educación presencial, creemos que la resolución propuesta por el concejal Treyger no va lo suficientemente lejos para abordar las muchas preocupaciones de salud, seguridad y equidad. Exigimos respuestas y soluciones a estos problemas antes de la reapertura de los edificios escolares o un regreso al tablero de dibujo que incluya las voces de nuestros estudiantes, nuestras comunidades y nuestros maestros. Exigimos el aprendizaje remoto completo hasta que no haya nuevos casos de COVID-19 durante 14 días, nuestras escuelas estén totalmente financiadas y las partes interesadas de la comunidad sean parte del proceso de toma de decisiones para reabrir las

escuelas. El aprendizaje remoto completo está lejos de ser ideal, pero la crisis de COVID-19 exige que el alcalde y el Departamento de educación antepongan la vida de las personas a las ganancias. Solo entonces podremos decirles con confianza a nuestros estudiantes y sus familias que tenemos el “plan de seguridad más sólido” implementado.

Firmado,

Traduction Française

S'il est vrai que l'UFT, le maire de Blasio et le ministère de l'Éducation sont parvenus à un accord afin de retarder le début de l'année scolaire, une multitude de questions sans réponse sur la réouverture de nos bâtiments scolaires demeurent. En tant qu'éducateurs, parents et citoyens concernés des districts scolaires du Bronx, nous vous exhortons à continuer de faire pression sur le DOE et le maire pour qu'ils répondent à nos questions. C'est une chose de savoir qu'il existe désormais une liste de contrôle de sécurité en 50 points que l'UFT utilisera pour évaluer la sécurité de nos bâtiments. C'est une autre chose d'avoir entièrement confiance dans le fait que le DOE répondra aux problèmes de sécurité dans les bâtiments au fur et à mesure qu'ils surviennent, étant donné la longue liste de problèmes qui restent.

L'accord de lundi a été conclu sans la consultation des enseignants, des élèves et des membres de la famille - les personnes les plus touchées par cette mise en œuvre. Au moment où nous écrivons cette lettre, les éducateurs n'ont pas encore vu les rapports sur les bâtiments qui prétendent confirmer la sécurité des bâtiments scolaires. Néanmoins, le DOE et l'UFT leur disent qu'il est sécuritaire d'entrer le 8 septembre. En outre, les taux d'infection au COVID-19 dans les codes postaux qui englobent beaucoup de nos districts du Bronx, y compris les écoles des districts 11 et 12, dépassent le taux recommandé de 3% que le maire et le président de l'UFT Mulgrew ont utilisé pour renforcer leurs plans. Par exemple, selon [ce tracker de Gothamist](#), le taux d'infection pour le code postal 10469, dans la section Pelham Parkway, Morris Park et Laconia, est de 4,4%. Cela contribue non seulement à notre sentiment de malaise à l'idée de retourner dans les bâtiments scolaires, mais cela nous montre que l'UFT et la ville dédaignent la façon dont le COVID-19 a affecté de manière disproportionnée les zones de la ville qui ont historiquement des populations noires et Latinx plus élevées, et continue de le faire. Nos communautés scolaires ont déjà subi tant de pertes; les étudiants, les enseignants et les familles du Bronx méritent d'être tout aussi en sécurité que ceux des zones de la ville où les taux d'infection sont plus faibles, et ils ne devraient pas aller à l'école à moins que ce ne soit vraiment sûr de le faire, ce qui en ce moment est le cas. clairement pas.

Le 27 août, plus de 200 membres de la communauté se sont présentés à un hôtel de ville du Bronx organisé par MORE-UFT, le caucus de justice sociale de l'UFT. Les parents ont partagé leurs nombreuses préoccupations. Les produits chimiques utilisés dans les produits de nettoyage, en particulier les produits chimiques qui seront pulvérisés pour désinfecter les salles de classe, ont fait l'objet de beaucoup de discussions. Est-ce que leurs enfants asthmatiques respirent des produits chimiques toxiques? D'autres parents se sont demandé comment le DOE pouvait être prêt à éduquer leurs enfants en toute sécurité cette année, alors que les plans sortaient si tard. Les membres de la famille ont déclaré qu'un à trois jours d'enseignement en personne n'a pas résolu leurs problèmes de garde d'enfants. À ce jour, il n'y a toujours pas de plan de garde d'enfants viable offert par la ville pour les parents et les enseignants qui ont besoin d'une couverture pour l'écart entre le retour des enseignants à l'école le 8 et les élèves le 21. D'autres familles se sont demandé si leurs jeunes enfants pourraient être davantage traumatisés en apprenant dans des conditions semblables à celles d'un hôpital, en portant des masques. Après avoir vécu tant de choses au printemps, ils se sont demandé si l'apprentissage en personne à distance et avec tant de limitations serait efficace et attentif à leurs enfants.

Les éducateurs du Bronx se sont entretenus de leurs inquiétudes persistantes après avoir examiné le nouveau plan de sécurité. De nombreux enseignants se sont interrogés sur le fait de ne pas se voir accorder de logement médical pour ceux qui vivent avec une personne immunodéprimée ou un membre de la famille dans des foyers multigénérationnels. Bien que beaucoup conviennent que l'apprentissage en personne est le meilleur pour les enfants et est plus épanouissant personnellement, les éducateurs ne devraient pas avoir à mettre leur famille en danger parce qu'ils doivent le signaler en personne. À l'heure actuelle, il n'y a toujours pas d'accommodements pour les enseignants dans cette situation, ce qui met les membres de leur famille en danger. Savoir que les membres de la famille pourraient tomber malades est un fardeau terrible pour nos enseignants à porter au travail chaque jour, et nous demandons au DOE d'étendre les logements à ceux qui vivent avec des personnes immunodéprimées.

En outre, de nombreux enseignants ont carrément remis en question la capacité du DOE à fournir des EPI en quantités suffisantes étant donné les nombreuses ressources qui nous manquent régulièrement en raison du financement insuffisant de nos écoles publiques. De même, les enseignants et les familles se sont demandé comment les systèmes de ventilation des bâtiments du début du siècle auraient pu soudainement être jugés « sûrs » au cours de quelques mois d'été. Quand nous sommes habitués à ne pas avoir assez de budget, d'espace, de ventilation, de fournitures, il est extrêmement difficile de croire que maintenant nous aurons les choses dont nous avons besoin en abondance. Le ministère de l'Éducation devrait être appelé à nous montrer le PPE. Quand nous voyons des placards bien approvisionnés, quand nous voyons les milliers de masques dont nous avons besoin pour équiper nos enfants - pas seulement pour quelques jours - alors nous croirons que cela existe.

Un autre problème de santé est le manque d'infirmières scolaires dans nos écoles! Bien que l'on nous ait dit que les infirmières sont des membres essentiels de l'équipe d'intervention du bâtiment COVID-19 de chaque école, il y a encore des écoles sans infirmières. Ces écoles seront-elles obligées d'aller de l'avant avec l'enseignement en personne sans personnel médical qualifié parmi le personnel? Cette question est si cruciale car elle met en lumière le problème primordial qui vient étouffer le plan du DOE: le financement des écoles. Comment en sommes-nous arrivés à un endroit où les écoles qui accueillent des élèves souffrant d'asthme et de diabète, comme c'est le cas dans de nombreux districts scolaires du Bronx, fonctionnent quotidiennement sans infirmières?! Ce n'est tout simplement pas suffisant pour nos jeunes.

Comme vous pouvez le voir clairement dans l'énorme quantité de problèmes qui restent dans l'esprit des parties prenantes, bien qu'il y ait un accord entre l'UFT, le DOE et le maire, nous n'en avons tout simplement pas fini avec le combat pour nous assurer que nos étudiants, nos communautés et nous-mêmes sommes en sécurité pour retourner à l'enseignement en personne à New York. Nous devons lutter pour que nos étudiants, nos familles, nos collègues et nos proches ne subissent pas d'autres traumatismes et pertes. Dans une pandémie qui affecte de manière disproportionnée les communautés noires et latines, ce n'est pas seulement une question de santé et de sécurité, mais une demande de justice raciale pour nos étudiants.

Peu importe à quel point nous voulons retourner dans nos salles de classe bien-aimées, les écoles ne sont pas prêtes à rouvrir physiquement. Nous envoyons nos élèves et nos éducateurs dans des bâtiments scolaires fermés pendant des périodes prolongées, avec une ventilation insuffisante, des repas sans masque et trop de questions sans réponse dont les conséquences peuvent être fatales. Il convient de répéter que le ministère de l'Éducation de la ville de New York est le seul grand district scolaire du pays à tenter de revenir à l'apprentissage en personne cet automne.

Enfin, nous n'avons pas confiance en ce plan car les personnes mêmes qui constituent le «cœur du Bronx» n'ont pas été consultées pour son élaboration. L'accord ne fait rien pour remédier au sous-financement chronique de notre système scolaire - un problème qui ne fera qu'aggraver alors que la ville sera aux prises avec les mesures d'austérité imminentes proposées par le gouverneur Cuomo, mesures qui pourraient être compensées en taxant les millionnaires de notre État, dont beaucoup vivent ici à New York.

Bien que nous soutenions la résolution visant à retarder le début de l'enseignement en personne, nous pensons que la résolution proposée par le conseiller Treyger ne va pas assez loin pour répondre aux nombreux problèmes de santé, de sécurité et d'équité. Nous exigeons des réponses et des solutions à ces problèmes avant la réouverture des bâtiments scolaires ou

un retour à la planche à dessin qui inclut les voix de nos élèves, de nos communautés et de nos enseignants. Nous exigeons un apprentissage à distance complet jusqu'à ce qu'il n'y ait plus de nouveaux cas de COVID-19 pendant 14 jours, nos écoles sont entièrement financées et les parties prenantes de la communauté font partie du processus de prise de décision pour rouvrir les écoles. L'apprentissage complet à distance est loin d'être idéal, mais la crise du COVID-19 appelle le maire et le ministère de l'Éducation à faire passer la vie des gens avant les profits. Ce n'est qu'alors que nous pourrions dire en toute confiance à nos élèves et à leurs familles que nous avons mis en place le «plan de sécurité le plus solide».

Signé,

Please don't delay the opening of public schools

I am a parent of 3 children in the NYC Board of Ed school system. Please don't delay the school opening. Our children deserve an in person education after so many months of uncertainty and anxiety. They need the normalcy of school, of learning and of socialization. The science supports this fact, especially in light of the low positivity rate we are currently enjoying in NY. If teachers can go to the grocery store, eat in restaurants and travel on vacation, they can return to the classroom. I believe they are essential workers and they are very much relied upon by our children and our families. Our children are the future of this country, they need every opportunity to reach their potential. There is nothing more important and we can't delay this any further. Thanks for your consideration.

Best,
Carmelina Lalley

September 1, 2020

I am an educator in the NYC Public School system, and I have several concerns regarding not only childcare, but safety and testing.

1. We took a survey for Learning Bridges several weeks ago, but have not heard anything regarding options for childcare for full-time working parents. When can we expect to be given more information regarding location(s), timing, safety, and the type of educators in these facilities?
2. I am deeply concerned regarding nasal swab COVID testing for children. As an educator who has had the nasal swab done, as well a parent of two young children, I foresee many younger children having difficulty during the procedure and potentially experiencing trauma post-swab. Are there alternative tests specifically designed for children?
3. For parents with younger children who are also full-time NYC Public School educators who do NOT have underlying medical conditions, why have there not been any options for these teachers to work remotely to avoid issues with managing child care and educating their own children?

Sincerely,

A concerned parent and educator

I am here today as both a proud NYC public school parent and a proud NYC public school teacher. I love this city, and I love NYC public schools. Most importantly, I love the people who make up the NYC public schools: my fellow co-workers, families, and of course, my students. Teaching in New York City for a decade has illuminated to me the many ways both in which teachers, administration, families and school staff go above and beyond for its students, as well as the ways in which the city and the DOE continuously fails us all. This is a paradox that has often left me enraged for my education community. I cannot tell you how many times we as educators have been promised something that has not materialized. I cannot tell you how many times my students have been promised something that has not materialized. Our buildings have been neglected for years. We have been underfunded for years. And teachers, families, administrators and students have had to work twice as hard to make up for this neglect well before the pandemic.

Now, this neglect is a serious and life threatening hazard to our health. It has been documented that many schools do not have proper ventilation. It has been documented that not all schools have nurses. There is no concrete testing and tracing program for our school system, which stretches across all five boroughs and involves public transportation and people living in multi-generational homes. In my school alone I can tell you that it has not been confirmed that our ventilation system is working properly or safely, we do not have the proper signage, and we do not have an isolation room with proper ventilation. Now, in years past when we didn't have what we needed, we would have to write to the DOE, report it to our union, and hope it gets resolved. I will not wait for the DOE to maybe get back to me about proper ventilation while my students and I breathe air that contains the virus. I will not send my students home to their parents and grandparents while we await a response from the DOE. I will not put myself, my colleagues', my students and their family members' lives in danger.

What the union is asking for is simple. We need adequate supplies, we need concrete procedures, and we need a robust testing and tracing program. In order for a school to reopen, we need to pass a safety checklist, a checklist that was developed by medical doctors. If these safety requirements are not met, we are still prepared to teach, but safely in our homes. If these safety requirements are met, we are more than happy to teach in person.

This should not even be up for debate. The fact that it is shows that the mayor and the DOE do not care about the safety and well-being of the children of our city and the educators who have chosen to dedicate their lives to teaching them. Well, I do care. I implore you to care too. The world is watching. Please, delay in person instruction until it is safe to return.

Hello,

I work for the DOE. I would like to ask a couple of questions and raise additional concerns.

Questions:

- What is the cost estimate for the additional measures needed to undertake a “safe” re-opening?
- How do De Blasio and Carranza expect to insert 400 new employees (nurses) by next week? The typical DOE hiring process is like the Incredible Journey. Long and arduous.
- They’re running around like the Grim Reaper with their scythes to our necks talking about 22K layoffs...how many jobs could be saved if we stay remote? Can we get an actual economic model? Maybe a grad student can do it for free?

Concerns

Most of my concerns have been addressed in the resolution, but one that hasn’t is this:

- **There are a number of administrative employees whose work is primarily computer based but must report unless they qualify for an accommodation because their offices are housed in a public school. These staff do 90% of work from behind a computer, don’t interact with students or teachers, and have been doing their job unimpeded during the lockdown. Some employees at 65 Court who do similar functions have been granted permission to stay remote without an accommodation because they aren’t “school-based.”**
- **Superintendents and Principals aren’t granted discretion to designate such school-based administrative staff as non-essential, which would allow them to stay remote.**
- **Those who CAN work remote SHOULD stay remote.**

Reiteration of Concerns

- People who live with high risk individuals who do not qualify cannot get an accommodation for that situation. What are they supposed to do, build a tent fort in the living room and use a bedpan?
- Teachers must report to their classrooms on remote days to teach to an empty classroom. No words.
- Most people will take public transportation to school. My train is filled with children who will be unsupervised and will likely eschew masks. Also it’s a sardine can. Not good for preventing transmission.

Likely Outcomes

- Needless deaths. Even one avoidable death is one too many.
- Economic catastrophe. This re-opening must be costing a fortune at the expense of the livelihood of countless New Yorkers who will be laid off to pay for it.

In conclusion, this is not only absurd but inexplicable, irresponsible and quite frankly, unconscionable.

I hope I’m wrong and that I’ll be proved a blathering alarmist, but I’d rather be that than dead or a COVID murderer. I think they will have blood on their hands all so that the Mayor can indulge in his latest vanity project of being the biggest, most beautiful Mayor who was the only one who could open the schools!

The Mayor’s job includes acting as a steward of both public health and an equitable economy. This plan does the opposite. He should be mitigating risk and collateral damage on both fronts, not exacerbating it.

Thank you,

Shannon

8/28/2020

Hello, my name is Rachel Hickman. I am a high school special education teacher at Brooklyn Academy for Science and the Environment in Brooklyn. I'm also the parent to two students, a fourth grader at PS 217, and a sixth grader at Charles O. Dewey. In less than two weeks, I must return to work and my children to school. My children will be doing blended learning and attending school 1-2 days a week. I received their schedules a couple of days ago and discovered that they will go to school on different days meaning that I will need to secure childcare 5 days a week. I am a single mother on a tight budget and I do not have family in the area. I don't have anywhere to take my children while I go to work. I would have to hire someone 5 days a week to watch my children all day, feed them, and make sure they are doing their remote learning in order to manage. I simply do not have the money to do that. This is putting our little family in an impossible situation. I filled out the survey regarding the city's childcare program, but it is hard to plan when I don't know if my children will qualify, when I will find out, where it is, how they will get there, etc. I still am unsure of my teaching schedule so I must assume that I need to be available to work any time. Of course, I am concerned about safety in the schools. I contracted the coronavirus in April and it was terrifying. It's great to see the city taking measures to ensure the safety of students and teachers and staff. It seems equally important, however, to take the economic concerns of the parents, teachers, and staff into consideration as well. In fact, I think it's unconscionable to do otherwise. Failing to provide solutions to those that need it may have disastrous consequences.

Thank you.

9/2/20

To the committee,

I am a public high school teacher and have concerns about not just health and safety all of the school's reopening but also the academic integrity of the year. Because I know that many teachers will submit testimony regarding the lack all of sanitary conditions of their school, I will focus on two other areas that might be less represented: Adolescent behavior and academic progress for the years 2020-2021.

Scientists tell us that the way to ensure maximum safety is if everybody follows correct protocols of mask wearing, social distancing, and maintaining contact only with a pod or small group. Here lies the rub for adolescents who will congregate together before and after school with or without masks and with or without members of their assigned group or pod. This is on top of the fact that they will be traveling by through multiple vectors of public transportation. The other issue that seems to have gotten lost in the dispute over safety is academic integrity. The only message that seems to be broadcast from the department of education is about social and emotional counseling. Nevertheless, it is also true that children need to be knowledgeable and skilled to meet the demands all the next grade, higher education, or the job world, need the best circumstances where they can grow mentally, intellectually, and academically. The blended model of the Department of Education is logistically chaotic, professionally and intellectually confusing, all the while as it creates the maximum health risk or both students and staff.

Good day,

After watching the mayor's 9/1 press conference, I have some very serious concerns. I do not qualify for a medical accommodation, based on the CDC outline.

1. I live with 2 elderly parents. My father is 77 and suffers from high blood pressure. My mother is 67 and is a breast cancer survivor.
2. This is my 19th year in the DOE. I live in Staten Island. I work in Manhattan. I worked in Brooklyn for the first 17 years of my career. I have tried, for all those years to secure a job in Staten Island. Please feel free to check my record and the thousands of Open Market Transfer applications. I have been ignored. Getting into Staten Island is a near impossibility. I can't even secure an interview let alone a job. Based on my rating sheets and attendance, why I'm ignored is unknown to me. Both the UFT and the DOE have been no help.
3. Based on the current collective bargaining agreement, I would've, for many years, qualified for a travel hardship. Again, the UFT refused to file a grievance.
4. I would like to know how I can safely take the bus, ferry and train, then spend 6+ hours in the school building, then take the train, ferry, bus, and stay safe.
5. I don't want to be made ill and I don't want to infect my parents with a deadly virus. There is no way to stay away or avoid this virus. Testing students once a month is a far cry from being safe.
6. Due to my unique circumstances, I would like to teach remotely until the situation is safer or until I can work in Staten Island, where I live.

Thank you for reading, I look forward to a response and a suggestion.

Jeff Rosenfeld
809402



Dr. Tammy Pate
Community Superintendent
Sonia P. Rueda

Family Leadership Coordinator
Presidents' Council Executive Board
D28PresCouncil@gmail.com

Co-President – Shirley Aubin

Co-President – Jessica Zilo

Secretary – Michele Staples

Treasurer – Roger K. Edmunds

Presidents' Council of Community School District 28

To: The City Council's Education Committee

We, Shirley Aubin and Jessica Zilo, Co-Presidents of District 28 Presidents' Council is writing in behalf of the parents that we serve in District 28 and across the city for the city and DOE to pivot back to phase in and / or delay in re-openings. Those schools who are ready to open their school buildings on Thursday, September 10, 2020 for blended learning students should and those schools who are not ready to open their doors due to health and safety concerns which have been articulated and validated that the school is not equipped, trained and the air quality flow is not meeting the requirements and guidelines that had been set forth by the CDC, DOMH, State and City should not be forced to open the physical doors. These schools can phase in their blended learners when they are ready to open the doors, until then, the entire school will commence on September 10th with the rest on NYC schools remotely.

Healthy and Safety concerns is not only based on the physical building, there are many communities that are way over the acceptable infection rate. In these communities that were hit the hardest and still have high infection rates, commuting to and from work, school, etc. are mostly relying on mass transit. Schools in these communities with higher infection rate will be even more exposed to the increased movement and greater chance of cases going back up in those communities if schools in those communities open their doors.

Thirdly, the principals gave their word, promise that health and safety will be the highest priority and they will not open the school building / campus if it is not safe to open. Insisting that principals must open their school to blended learners when they

know that their school is not ready to physically open, not only breaks the promise that they made to their school community stakeholders, it damages the trust, respect and faith that the stakeholders have in them. Trust in the DOE (Central), is tentative at best, why damage the relationship and trust the principals have established with their school community stakeholders, especially the parents. This is something that should be greatly considered, when deciding to go ahead with the current plan that all blended learning students who are supposed to report to school on Thursday, September 10th.

Only a few points have been made here, such as to students with special needs, students living in temporary housing, students who does not a stable and solid remote learning infrastructure / environment. We are confident that other testimonies whether written or spoken will bring discussed these points, repeat and elaborate on the points have discussed and even present other angles and perception on why schools should be delayed or phased in re-opening plan for NYC public schools.

Thanking you in advance for allowing us to express the voices of those who cannot speak for themselves and echoing the majority sentiments on this subject matter.

All our voices should be heard and all our voices matter!

Shirley Aubin, Co-President

Jessica Zilo, Co-President

District 28 Presidents' Council

D28 ... OUR VOICE COUNTS!!! -





Community Education Council District 8

New York City Department of Education

PS 182, 601 Stickball Boulevard, Bronx, NY 10473 Messages: (718) 269-7356 Email: cec8@schools.nyc.gov

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Fabian Wander

Vacant, ELL

Resolution: September 3, 2020

DISTRICT 8 COMMUNITY EDUCATION COUNCIL (D8 CEC)

Resolution in support of:

Delaying the in-person reopening of New York City Public Schools until all schools meet the required safety standards that will not endanger lives.

Whereas, the ethos of these United States of America is so explicitly stated in our Declaration of Independence. “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,...” Accordingly, it is clear that no American government on any level and no elected official on any level has the right to imperil lives on American soil for any reason or under any circumstance. It is also clear that government decisions require the consent of the governed. The rush to reopen NYC public schools and the rush to education normalcy has not obtained the consent of the governed because parents and students were not sufficiently included in the conversations and in the process regarding the reopening. Surveys are not conversations and they are not consent. They cannot be misconstrued as parents, students and communities giving up their rights to advocate for the lives of their children and their loved ones. And,

Whereas, our government and its institutions and agencies have been charged by the constitution to “establish justice, insure domestic tranquility, provide for the common defense and promote the general welfare.” Establishing justice also means providing health justice; no American and

no person living in America should be subject to contracting a preventable disease. Ensuring domestic tranquility also means freedom from unnecessary stress created by a rush to reopen in-person schools during a global pandemic without truly ensuring that lives will be protected. Providing for the common defense also means protecting and defending all peoples living on American soil against a pandemic. Promoting the general welfare also includes making sure that we don't introduce unsafe practices that can put entire families and communities at risk in the name of a rush to normalcy. And,

Whereas, equity and trust during the pandemic are still a question, not only in terms of fiscal inequity, but also in terms of material disparities and a relationship between the DOE and underserved communities marked by both mistrust and distrust. The DOE needs to take the time to reassure parents of students in underserved schools that equity during an in-person reopening will be real, palatable, and measurable. Parents and students need to feel that they can trust the DOE to do what they say they are going to do, and that the DOE really has the best interest of students and their families at heart. And,

Whereas, we need to make sure that remote learning has been enhanced and almost perfected. While we wasted a whole lot of time planning for an in-person reopening that probably should not happen this year, we have not spent enough time perfecting remote learning - even though all students will be remotely learning the majority of the time. And,

Whereas, many students and parents still need devices and internet ready devices. There are many students who never received a device or currently have devices that do not work. Because even in the blended choice, children will be learning remotely most of the time, we need to ensure that every child has an internet ready device. And,

Whereas, parents and students need extra computer training. There is not only a gap in access to technology, there is a gap in technological skills. In order for parents to be able to support the education of their children, they need basic computer skills. And,

Whereas, parents need extra educational support to assist in the education of their children. It is not just a gap in computer skills, there is a gap in basic literacy skills and basic knowledge in content areas. Many parents are not able to support the education of their kids because of language barrier, illiteracy, and lack of knowledge in the content area. And,

Whereas, parents and students need building assurances that the school buildings will truly be ready We are hearing issues of not enough deep cleaning supplies, cleaning equipment and PPE gear as part of the larger budget issue and an issue of impending cuts. There are talks of not enough staff and time to clean. Many parents are not trusting that the buildings will be thoroughly and regularly cleaned, citing past sanitation issues in certain buildings. Many parents want to know the people who will be cleaning and the people who will be monitoring them, precisely because there has always been an issue of sanitation in many of our schools. There are problems with buildings that are old, badly configured with ventilation issues and windows that do not work. There is the issue of co-locations and the implications for social distancing and keeping student groups apart in shared spaces. There is the question of available classrooms and

the possibility of holding classes in spaces that may not be acceptable to parents and students. And,

Whereas, parents and students need procedural assurances. Parents are concerned about services that are no longer available, such as the ability to drop children off early or picking them up late. There are concerns about how long it will take to get into school buildings, how the students are dismissed and how long dismissal will take. There are concerns about discipline issues for students who will resist the wearing of masks or who will not want to keep their masks at all times. There are questions around breakfast and lunch along the lines of mask removals, socialization, and recess/relaxation time. There are concerns around the sharing of school and classroom resources and the implications for the spread of the virus. There is still no guidance on busing. How the DOE will ensure the safety of students – on fronts other than Covid-19 – while learning outdoors is still a question. How poorer PAs will raise money to help their schools with acquiring outdoor learning necessities is still a question. And,

Whereas, parents and students need health assurances. There are still schools without nurses. There are clinics located in schools that do not necessarily serve all of the students of that school. There are still issues around Covid-19 testing and temperature checks, such as parental consent, their invasive nature, the regularity of them and how they will be used to prevent the spread – as opposed to responding to a spike. Procedures around the detection of Covid-19 are unclear and seem inadequate. Many parents are worried about the flu season, the additional havoc it can wreak and whether or not schools will be truly prepared to handle the magnitude of a Covid-19 crisis compounded by the flu season. Many parents wonder if they can truly trust the CDC and endorse the DOE's intention to follow CDC guidelines that are always changing and are sometimes politically motivated instead of being guided by sound scientific methods. And,

Whereas, parents and students need help with community building initiatives and community safety processes. Because students will only be physically in school five times every three weeks, the question of childcare is real. Parents need support to educate themselves about the benefits of childcare and tutoring pods. They also need support in how to safely set them up in a way that will not encourage the spread of the virus. Already, there is the potential for the spread of the virus if schools and families do not find a way to keep children in stable (and possibly the same cohorts) both in school and out of school. There are still questions around testing and tracing for students and school staff both in and out of school. And,

Whereas, a series of small community round tables and town halls are needed – topic by topic, concern by concern for in-depth discussions, real planning and a ratification process with parents, students, and community stakeholders at the table. Honest and transparent conversations are needed, and viable, sustainable systems need to be built and implemented to respond to the needs and the fears of school communities and the communities in which they are located. Time is needed to do these things well. Therefore,

Be it resolved that the District 8 Community Education Council will support in every way possible the delaying of the in-person reopening of New York City Public Schools until all schools meet the required safety standards and until communities, families, parents, and students overwhelmingly feel that the reopening will be safe and not endanger lives. The City may choose

to do this school by school, school district by school district or the entire New York City School District at once. But as stipulated in the Declaration of Independence and in the Constitution, the governed must consent to the reopening. A process that includes the voices of the governed must be ratified because the right to life is guaranteed in the ethos of our social contract, and the duties of the government to protect that life and every life is clearly stipulated in the United States Constitution. The District 8 Community Education Council calls on City Hall and the City Council to uphold their constitutional duties.

Approved by all ten members of the District 8 Community Education Council.

Opening NYC schools in September is dangerous and reckless for the entire school community and will disproportionately affect people of color and those without healthcare insurance. COVID-19 cases will increase exponentially and schools will have to quickly close regardless. This is not a question, but a certainty, as this has happened countless times already, within our country and within other countries as well. Our best plan of action is to start the school year remotely, with online learning, at least until an effective vaccine and/or stringent, well-funded and well-managed safety protocols are developed.

Texas, Georgia, Missouri, Oklahoma, Alaska, Nevada, Idaho and Montana, are among the states with the highest percentage increase of child infections from school re-openings, as reported by the American Academy of Pediatrics (AAP) and the Children's Hospital Association.

Since the re-opening of schools, Florida has seen a 191% increase in children who are infected with the coronavirus. At Georgia Tech, the number of coronavirus cases has more than doubled since last weekend, when on-campus classes have resumed only two weeks ago. Already in the second half of July alone, 338,000 U.S. children have tested positive through July 30. The AAP report, which includes data from 44 states, notes up to 8.8 percent of child COVID-19 cases required hospitalization. And please keep in mind that not all families have health insurance, so hospitalization could potentially destroy their finances.

Schools in several states, including Indiana, Louisiana, Oklahoma, Tennessee and Georgia have closed in-person learning in August, after students and staffers tested positive for COVID-19. Several school superintendents have also tested positive, shortly after the re-opening of schools.

Within days of schools reopening, a school in Jerusalem had quick infection rates, with 154 students and 26 staff members infected with the coronavirus. Eventually Jerusalem's Education Ministry closed more than 240 schools and quarantined more than 22,520 teachers and students.

This will be the fate of NYC schools also, if we do not start the school year safely with remote learning. We must take pre-emptive care not to put our children and school community at risk. Children and school staff in NYC will be forced to take public transportation in order to get to school, and will furthermore exacerbate their chances of getting infected. Furthermore, many schools in NYC are overcrowded, with several schools sharing just one campus, making social distancing impossible! There are not enough school nurses, not enough PPE, not enough accurate and fast testing, not enough contact tracing, not enough proper ventilation... there are simply not enough, to ensure that our children and school community will be safe!

Furthermore, the U.S. Centers for Disease Control and Prevention found that a new, more dangerous COVID-19 condition known as Multisystem Inflammatory Syndrome in Children has struck children of color far more often than whites. From early March through late July, the CDC received reports of 570 young people -- ranging from infants to age 20 with the condition, the *New York Times* reported. Of those, 40 percent were Hispanic or Latino, 33 percent were Black and 13 percent were white. Ten died and nearly two-thirds were admitted to intensive care units, the report found.

Please keep our children and staff safe! There are too many unknowns about the novel coronavirus, and we cannot risk the health and safety of our youth as well as our community!

SOURCES:

<https://www.usnews.com/news/health-news/articles/2020-08-10/as-schools-reopen-report-shows-97-000-us-kids-infected-with-covid-in-late-july>

<https://www.nytimes.com/2020/08/04/world/middleeast/coronavirus-israel-schools-reopen.html>

<https://www.scientificamerican.com/article/schools-have-no-good-options-for-reopening-during-covid-19/>

<https://www.wsj.com/articles/schools-are-reopening-then-quickly-closing-due-to-coronavirus-outbreaks-11597700886>

<https://app.smartsheet.com/b/publish?EQBCT=00a2d3fbe4184e75b06f392fc66dca13>

To whom it may concern,

Teachers and families are being left to choose between difficult situations and feel pitted against each other in their choices.

There is a lack of adequate and accessible childcare in the city for families who need to choose the hybrid model. Those that want to protect their communities by opting full remote do not have the information needed to know what to expect. Children who should be prioritized are not being prioritized (and it should not take a pandemic to prioritize vulnerable children and families). Adequate PPE has not been provided and guidance on use is not clear. Hybrid learning creates more community transmission risk not less. Learning and teaching in a mask with 6 feet of distance does not amount to anything more than compliance requirements and sad classrooms when they are supposed to be a home away from home.

PLEASE listen to teachers and families and figure out a better way to reopen schools and support remote learning.

Louise Connolly (District 15 parent and teacher)



August 31, 2020

Councilperson Mark Treyger
Chair of the Committee on Education
2015 Stillwell Ave.
Brooklyn, NY 11223

Dear: Councilperson Treyger:

July, Senator Chuck Schumer said people around the world come to NYC, thus our schools must re-open for the economy. I am pleading the NYC Council does not put capitalism before its children! I am one of the authors of "Dealbreakers", published in the *Washington Post*. Now more than ever, please demonstrate your compassion for Black families.

Yes, America is ranked first in the world financial center. However, its racism has been globally displayed as the world witnessed Police Officer Sheskey hold Mr. Jacob Blake by his shirt and shoot him 7 times in the back and the lynching of Mr. George Floyd. NYC Black children are grappling with the fact Black people are more likely to die from COVID-19. Opening schools without PTSD counseling, subjects Black children to re-live those videos each day they see a police officer in NYC public schools. Thus, the stains of America's racial inequities negatively impact the ability Black children to reach their fullest potential. Those stains have given NYC its brand "Tale of Two Cities".

If NYC Council focuses on our most vulnerable children and their families, then NYC could begin working toward education equity while keeping all New Yorkers safe. The very pale pink on the COVID19 NYC Death Rate Map indicates a very low death rate in that area. **No Black community is very pale pink!** In March I loss three friends - all Black male executives. One worked for Turner Construction, the other a MD in Brooklyn and lastly a CFO of a mental health center.

I am asking NYC City Council to:

- ✓ Black families shouldn't have to choose between a high school diploma and a death certificate. Two year ago, Ms. Abigail Disney suggested NYC leaders meet with its millionaires and billionaires to address our cities racial inequities. She was ignored. Last month Ms Disney formed *Millionaires for Humanity* to address racial inequities across USA through the lens of COVID19. Given most millionaires own property in NYC, then NYC must request funding for free universal broadband in communities where COVID19 levels are not pale pink.
- ✓ request Microsoft, Google, and Apple donate laptops to middle and low income families (less than \$70,000). The device given to my son had no audio.

- ✓ speak with houses of worship, corporations, the arts, and business to find well ventilated spaces, so children will not have to travel on public transportation; particularly English language learners and children who have an IEP and 504 designations.

Thank You,

Starita

M. Starita Boyce Ansari, Ph.D.
PRESS, NYC
Murray Hill Academy Early College Parent
Founder/ Director of Social Innovation
The New 3RS, Inc

compassion@thenew3rs.org
P. O. Box 230125
NYC, NY 10023

Good morning. My name is Sophie Xu, and I am a rising high school senior. I would like to deeply thank the Chair of Councilmember Treyger, as well as the members of the Committee on Education for holding this *necessary* hearing.

Blended learning should have *never* been an option on the table. I am a lucky outlier because I have basic resources to sustain my education remotely and not worry about risking my life — something no one should have to jeopardize — to secure the fundamental human right that is an equitable and, one day, integrated as well as desegregated education.

By virtue of being a youth and person of color, an Asian Pacific American, my lived experiences are valid and inseparable from this topic. I believe I am a comparatively privileged student since I can even afford to be here today, at a hearing that should not have to exist. But, my concerns are far from unique. In fact, I am agreeing with countless stakeholders: adult allies, citywide youth activists, school administrators, educators, and parents. Reopening would directly impact all of us, yet many “authority figures” have irresponsibly and selfishly disregarded our voices. I am tired of schools variously straying from safety and health guidelines. No student should have to choose between thriving from their education and protecting themselves from the virus. As an expected, virulent symptom of capitalism, many people in power have chosen to prioritize their positions, reputation, and capital — of any form — over the lives of our youth, and likely by scientific extension, their parents, especially essential worker ones.

The pervasive lack of empathy toward governance in this city is astounding. It proves that misinformation runs rampant and is, as is with everything else in society, compoundingly worse across lines of race, class, and gender. I can only imagine how little access other folx may have to this “public knowledge” on reopening. I personally had to have a conversation with my parents to share why remote learning is the lesser evil to self-defeating face-to-face, physically-distanced learning. Hence, this whole process is and has been *disgracefully* siloed, undemocratic, and intransparent.

There is no point in physically returning to school when all the benefits of working in-person are *virtually* nonexistent. Social distancing, a term that is medically incorrect but ironically suitable in this context, speaks of the general impact, intended or not, of reopening. How will students receive adequate face-to-face learning when they can’t speak to each other six feet apart, nor see each other’s faces beyond their masks? Why combat food insecurity by exposing low-income, highly at-risk children to the virus even further? *Innumerable* other reasons go against the logic of blended learning, on which a lack of access to information has greatly confused school staff and students alike.

We students and teachers will not stay silent. Many of us have already activated plans to strike against reopening. If those in power have their own agendas and have tossed us aside, then we will do better. After all, shared leadership, solidarity in people-power, and well-capitalized alternatives to a capitalist-driven hierarchy are on our side.

Thank you.

PARKING FOR TEACHERS

This is my statement regarding the parking situation that teachers will face:

There needs to be leniency for teachers in enforcing parking rules near schools!

Many more of us will likely be commuting by car to work in order to avoid using public transportation. At my school in Manhattan, there are currently 11 parking spots for a staff of about 170! This means that I will be leaving my home in New Jersey before 5:30am to have a chance for a spot. I do not want to risk getting towed or ticketed while I work. If I can't get a legal spot in front of the school and garages in lower Manhattan cost at least 25 dollars a day. Add the Holland Tunnel toll to that and I am looking at about 40 dollars a day in commuting costs, and up to 800 in a month!

I am urging the council to work with the DOT to add temporary parking spots near schools for teachers with permits. This would alleviate some of the stress and financial burden on teachers.

Thank you.

Jane Karp

Stuyvesant HS

Please start school opening remotely and do not waste any more educational time!

To the committee,

I am a public high school teacher and have concerns about not just health and safety all of the school's reopening but also the academic integrity of the year. Because I know that many teachers will submit testimony regarding the lack all of sanitary conditions of their school, I will focus on two other areas that might be less represented: Adolescent behavior and academic progress for the years 2020-2021.

Scientists tell us that the way to ensure maximum safety is if everybody follows correct protocols of mask wearing, social distancing, and maintaining contact only with a pod or small group. Here lies the rub for adolescents who will congregate together before and after school with or without masks and with or without members of their assigned group or pod. This is on top of the fact that they will be traveling by through multiple vectors of public transportation.

The other issue that seems to have gotten lost in the dispute over safety is academic integrity. The only message that seems to be broadcast from the department of education is about social and emotional counseling. Nevertheless, it is also true that children need to be knowledgeable and skilled to meet the demands all the next grade, higher education, or the job world, need the best circumstances where they can grow mentally, intellectually, and academically. The blended model of the Department of Education is logistically chaotic, professionally and intellectually confusing, all the while as it creates the maximum health risk or both students and staff.

Please start instruction remotely and don't bring staff or students into the building when they will be virus vectors.

--

Lisa Greenwald, Ph.D.

Daughters of 1968: Redefining French Feminism and the Women's Liberation Movement

<https://www.nebraskapress.unl.edu/university-of-nebraska-press/9781496207555/>

Teacher testimony on school reopening

To the Committee on Education:

The UFT and DOE agreement, which happened behind closed doors and did not take into account or allow for the opinions of the general union membership, does not resolve major safety or logistical issues that endanger teachers, students, staff, and our families. Please address safety and teacher childcare concerns--teachers are being sidelined and endangered, and in particular, the question of childcare for teachers who are also parents is simply not being addressed.

I have been a DOE teacher for over 20 years, and have three children of my own attending DOE schools. As both a teacher and a parent, I deeply want school to start on time. However, the only way that we can start on time safely right now is remotely.

Ventilation in school buildings is inadequate. Many schools don't have enough PPE. Less than two weeks before we're supposed to start school, it is unclear in most buildings how students and teachers will be able to eat or use the bathrooms safely, let alone how they will learn effectively. While teachers with preexisting conditions may be granted remote medical accommodations, teachers with family members with health conditions may not apply for that leave--I have more than one colleague who is terrified they will be bringing the virus home to an immunocompromised spouse.

On top of the safety concerns, there are major logistical holes in the DOE plan. Changing, last-minute guidance from the DOE means that for many of us, it's unclear even now which teachers will be teaching which students. There is no plan for childcare for the children of teachers who are being required to go to work 5 days a week. How can teachers go in to work if their own children are at home at least 2-3 days per week for "blended learning"?

I and my colleagues fear that to reopen schools in person under these circumstances will lead to a logistical nightmare, and a quick and dangerous recurrence of the coronavirus in NYC.

My students live all over New York City, many in small apartments with multiple family members. They live with grandparents, with aunts and uncles and cousins; many of them are the children of essential workers. Last spring, along with the grades in my gradebook, I kept a

list of the stories they told me about how the pandemic was hitting their families: my freshman whose grandfather died of COVID during the second week of the pandemic; my senior who battled the virus at home while both her mother and grandmother were in the ICU; my senior who stopped doing her work for a month after her aunt and uncle both died and her family had to take in her cousins; my freshman whose father was ill, and fell into a deep depression despite his recovery; my senior who had to help her mother run their small grocery store in Queens while finishing work for her course load. We can't run the risk of the pandemic spiking again in NYC.

Trust the teachers. We love our students, and we want them to learn. We know that our buildings are unsafe for pandemic teaching. The Mayor has not done enough to protect our lives, the lives of our students, and the lives of all of our families. Our priority for in-person schooling should be the earliest grades, and students with special needs, not this partial patchwork that requires every school building to open, no matter the risk.

Sincerely,

Annie Thoms

Stuyvesant HS

Dept of English

Good morning,

As parent to a child who has respiratory issues I'm against the school reopening at this time.

There's so many different cases out there. People who are asymptomatic as well as people who have the virus but don't have the so called fever.

Schools have reopened in other states and had to be shut down due to the virus spread again.

Why jeopardize our babies? My son is 4 and can only keep the mask on his face for so long. Kids that age don't understand that they have to keep their distance or they can't hug their classmates or teacher. It's hard for them to comprehend and it's in a child's nature to touch and feel and to put their hands in the their mouth and face.

With that being said, reopening the schools should be delayed.

From a concern parent of child with respiratory issues

Nany Arrendell
Trystan Roopchand

Remote NYCDiE

You think schools will be safe. Yes nyc will try but ya can't keep kids in a bubble. Upon dismissal all my students go across the street to a store front after school program. No CITY OR STATE will inspect 60 kids in a room. Sorry I don't feel safe neither should you.

Maryellen Ambrosio

Resolution 1410

Thank you for reading my testimony.

The spring was tragic and traumatic for my school community. Many of my students lost family members from their multi-generational homes. One of our seniors lost four family members from her home, and two of our students lost their fathers. Each morning in April news of another death was shared at my school's morning meeting, and this is to say nothing of the people I lost in my personal life--three neighbors and four close friends. I think my co-teacher and I cried every day for six weeks.

Many of the windows in my building do not open and those that do are built to open only a few inches. Our HVAC system does not pull fresh air from outside. I do not feel safe being in the building, but I do not qualify for a medical accommodation, so I will be reporting to work on September 8. Mayor DeBlasio has said that he will not allow indoor dining to reopen until there is "a huge step forward" such as a vaccine. All that we are asking is that he protects the lives of students and school staff the way he is willing to protect the lives of diners.

The mayor is quick to say that training for teachers has been "ongoing throughout the summer." This is a lie. We have not been trained in any remote learning platforms or techniques aside from those we have sought out and attended on our own time. Also, parents have been promised that we have been trained in social/emotional learning and given a curriculum to facilitate a trauma-informed response to students. We have received nothing.

I will overcome my anxiety and do whatever is asked of me, as I have done for a decade. I am accustomed to meeting superhuman challenges and unreasonable work demands, and so are my colleagues. The least the city can do is support us in our efforts by providing technology and training and postponing school reopening until they are at least as safe as restaurants.

--

Sally Beane

Special Education English Teacher
Special Education Coordinator
The Baccalaureate School for Global Education
34-12 36th Avenue
Astoria, NY 11106
(718) 361-5275

Testimony for NYC Public School Parent

Good Afternoon,

My name is Jennifer Calderon and I am a parent of 3 NYC Public School children. I have a child in high school, middle school and elementary. I believe in the value of an education. I believe in in-person instruction. There is something that my children receive from their teacher/s that I as a parent can not provide. Children need to be in school not only for education but for socializing. A child needs to learn to listen to different ideas and views. I didn't sign up my children for remote only because of all that I just listed but because I am an essential worker and am not privileged to be home with them.

I would like to express my deep concern with "random mandatory testing". As a parent this is a violation of my parental rights. To teach my children that no one touches you without mommy or daddy present and then to not be present while a medical test is being done is a violation of not only my rights but my children's rights. And then to be told they have to remote only learners is absurd.

If students need to be tested prior to the first day of in person instruction is understandable. It should be done at a parents place of choice. To test a child who is not showing any symptoms is not healthy. I will pursue legal action if this mandate does not change as well as a mandatory vaccination for a vaccine that just came out and there is no long term trails for.

I thank this service for including me in the testimony.

Jennifer Calderon

917-443-2098

Sent from my iPhone

School Reopening

Good afternoon,

I am a Middle School English teacher at the Bronx High School for Medical Science. I would like to make a few points about the reopening plan as laid out by the mayor and chancellor.

1. If the buildings are unsafe for children to be in on the 10th, how are they safe for staff to go into the buildings on the 8th? Why is it acceptable for staff to be in unsafe buildings? My building does not have an HVAC system. Most of the windows either don't open at all, or only open a few inches. How will this insure adequate ventilation for all classrooms?

2. Our students and teachers come from many different places across the city and upstate NY. The below 3% infection rate might well be true as a citywide average, but it is not true in all neighborhoods. As it is, in the spring my school had a teacher commuting in from the Westchester hotspot. The entire neighborhood was supposed to be quarantined, but she was told it was still safe for her to come into the Bronx and teach. What if that happens again? What is the protocol?

3. Only 10% of staff and students are being tested each month, which will give a false sense of security when those few people test negative. The DOE is saying that anyone that shows symptoms needs to stay home and immediately get tested. What happens during cold and flu season, when everyone is sniffing and coughing? What happens when a parent inevitably sends their child in with symptoms because they didn't think they were severe enough? What happens when teachers inevitably show symptoms? Who will cover their classes while they are out? What happens when someone dies?

4. My school personally does not have cleaning supplies at the best of times- teachers regularly supply antibacterial wipes and hand sanitizer. Last year there was a strict limit on the number of copies we were allowed to make, because there was a paper shortage due to budget shortfalls. This is not unusual for public schools in NYC. We are just supposed to trust that a system that cannot regularly restock soap in the bathrooms will suddenly be able to provide every person in the building with enough PPE to regularly change and replace them? Hospitals are struggling to obtain adequate PPE, but the DOE magically has enough? How is that possible?

5. The biggest issue to me personally is that no thought seems to have been given to the actual teaching that must happen this year. Whenever we have asked how things are supposed to work, the answer we have received from the mayor and the chancellor has been "you'll figure it out." According to the latest guidance sent to principals, each subject needs an in-person teacher, a hybrid remote teacher, and a complete remote teacher. That's three teachers per subject. Where are all of these teachers coming from? We are understaffed at the best of times. Michael Mulgrew on his town hall yesterday said that anyone with a teaching certification will be deployed, as well as the ATR pool. Are these people guaranteed to have a license in the actual subject they will be deployed to teach, or is that unimportant?

Many of our students still don't have the technology they need to work remotely which, whether they have chosen hybrid or fully remote, all students will need to do at least 70% of the time. Schools are now being told to use their already cut budgets to purchase more technology. How is

this supposed to happen? When asked about the actual curriculum that we will be expected to teach, we have been told that, like summer school, we will be given a canned curriculum that will be up on the "learning platform" (which we have also been given no information about). Is this curriculum culturally responsive? Is it able to be modified for all students? Are the gifted programs also expected to use this curriculum? Has the curriculum been changed from the summer school version which failed miserably? So much time has been spent on foolishly trying to open the physical buildings for all instead of focusing on the actual learning that our students must do. Classroom learning will not be the way that students and parents are used to or expecting. How are students supposed to hear their teachers or be heard themselves through masks? How are teachers supposed to support and assist students from 6 feet away? Are teachers going to be expected to touch paperwork and other materials collected from students, putting themselves further at risk? Students won't be allowed to work in groups in person. They will not be allowed to socialize with their friends. They will be expected to sit in one seat for hours while masked. This is not healthy or age appropriate to expect of them, and will lead to more students, particularly Black and brown students, to be policed and punished when they inevitably cannot do this.

While a delay in starting the school year is good, because the actual classroom teachers have been given no time to prepare for this upcoming school year, the school year should not begin in person. There are too many uncertainties, the danger is too high, and all for a version of education which will not and cannot exist at the current moment. Our staff and students have all suffered during this pandemic, have seen people get sick and even die. We are all being asked to be daily retraumatized, daily live in fear that, at some point in our crisscrossing transit across the city or in our interactions with each other, we will get sick or get someone that we love sick. This is cruel and unreasonable, and I am begging that this plan be reconsidered.

Thank you,
Simone Feigenbaum

Parent-teacher childcare needs & having to take COVID leave

Dear CEC,

Thank you for allowing me to participate in this meeting and submit my testimony. I am a single mother of two minor children and have worked as a bilingual special education teacher for NYC DOE the past 13 years. Although I have many reservations about our reopening plan, (including all of those mentioned today), even if conditions *were* perfect for hybrid-learning, one issue that has not been addressed is the hardship teacher-parents are enduring in order to find childcare for our (biological) children.

We are now being called in to our school buildings. I hoped the Learning Bridges program would come through as promised. I've exhausted all of my other options. Many of the people I normally count on for emergency child care left the city during the shut-down and have not returned. Learning pods and many daycares are prohibitively expensive and I cannot take my children to work. I learned today in an article on Chalkbeat that the Learning Bridges program will not begin until the 21st of September. There has been no direct communication from the Department of Education or the City of New York to me as a parent regarding this matter.

So now I'm down to my last option - a COVID childcare leave. I do not know when I will hear back about that. If approved, this means I will lose a third of my pay and will not be able to be present with my colleagues to prepare for the coming school year or set up my classroom. I am not the only teacher in this situation. I wish more thought had been put into the needs of parents, - including teacher-parents - when determining the best course of action for reopening our schools.

Thank you,

Shailyn Rivas

District 75 Parent Leader

Hello,

My name is Tiesha Groover and I am a member of the Citywide Council for D75. However, I will speak as a Parent of a child who attends a District 75 school. District 75 supports/services children with more severe disabilities. Verbal and non verbal on the Autism Spectrum, ADHD, emotional disturbance classification or diagnosis and much more. Predominately Black and Latino males. As to date I as a PA Pres / Parents Association President have had to go back and forth with school admin of my child's D75 school to make the SLT (school leadership team) meetings open to all and not just us SLT members. Recently I went back and forth with the Principal to disclose the Budget for us parents as such was never really uploaded online or ever handed out. Lastly at our SLT meeting yesterday I joined and asked the Principal if he knew that he was suppose to invite the SLT on the walkthrough. He claimed to have never thought about it.

I said all that to also share that I Tiesha Groover ran for a seat on the (CCD75) Citywide Council for District 75 and not the Special Education Council (CCSE) which is well known BUT the District 75 Council as I have a child with an IEP in a District 75 school, in a classroom setting of 8 students along with a para professional. Also a student in receipt of related services and Counseling. Throughout the years the amount of injuries my child alone obtained as well as other children in the district and the lack of accountability in this area motivated me to run for a seat on this D75 Council. I wanted and still do seek to ensure that the incidents occurring within District 75 decrease. I have been able to speak to parents and support them in this way and have much more work to do as I only recently was made Chair on the Safety Committee as this is the second year of my 2 year term.

*Please hear me when I say that with the previous lack of accountability in regards to incident reporting, little to no consequences for staff so that "accidents" would keep occurring. Im worried for the students with the new guidelines that will be in place if they are unable to comply. By the way the District 75 Superintendent this year communicated the amount of reported incidents decreased. May I add a "new" way of entering incidents was implemented which led to their or his claims. I cannot help but worry about the D75 student Community with the "New" protocols for in person learning which I personally do not agree with as I feel this should not be the focus in a pandemic to start. Not in person learning right now. However, due to what is said will occur and with

children who already had challenges I'm now concerned that OVER POLICING of District 75 students will occur and all the while parents will be PROHIBITED from entering the school buildings. Adding insult to injury testing by schools have been added to more of what a school can do violating and further disregarding parents and their rights! That should have never been added to what schools can do. Education is what the DOE should focus on. Improving the remote learning experience is what should be focused on. This is not a recipe for transparent, accountable or trustworthy conditions at all to me. The DOE still has yet to say whether or not EACH SCHOOL will have a nurse. *Every school building having a nurse means that 3 or more co-located schools will share one nurse.

Im now extremely worried for the students in D75 as more and more, day by day our most vulnerable children are being seen as guinea pigs in this pandemic. I wanted to talk during the hearing but then I recalled how things went during the last hearing I attended at City Hall. Where "Classsize Matters" was the focus. After the DOE reps spoke they got up and left. Leaving without hearing all the powerful testimonials that followed and lasted for hours. I had to leave to pick up my son but did not leave before submitting my handwritten testimony. To not repeat what may be said I am typing this. If it never gets said what I have then at least I will have record that I tried to shed light on this.

Thank you to whomever will read

Tiesha Groover

School reopening

Dear NY City Council, Education committee-

I am a parent in NYC and a teaching in the NYC DoE. I write as a parent first and foremost.

I am not reassured by all the Department of Education's plans that the school buildings in NYC will be safe to send my or your or any children into in 18 days when schools reopen are set to reopen en masse.

I follow the chancellor's own formula and rationale stated during an August Town Hall with parents which I attended. He said that all of the DoE's plans were formulated to have kids "spend as little time as possible on school sites and in classrooms." In that I hear that remote learning is the only safe option.

With this in mind my family chose remote learning for our two children who go to school in our home district, D6.

Recognizing that many families do not have the wherewithal or resources to keep their children home for remote learning or to support them as remote learners I recommend that all schools are open as rec centers and staffed with teachers who volunteer to work on site to support children in their remote learning.

Finally, because I could as a teacher in the DoE and a UFT member I voted against the agreement that is sending numbing back to schools that in no way have been shown to be safe for in-person leaning with a plan that does NOT allow working families to go back to work anyway.

Respectfully,
Catlin Preston
City Council D10
Ed D6

TESTIMONY for 9/03/2020 CITY COUNCIL EDUCATION COMMITTEE HEARING
on DELAYING the REOPENING of NYCDOE SCHOOLS

Remarks by KEMALA KARMEN

Affiliations: PRESS NYC, NYC Opt Out, VP Parent Association of the Institute for Collaborative Education

WE WANT OUR KIDS IN SCHOOL.

IN PERSON.

BUT...

We are smart enough to realize that the virus doesn't really care what we want. We can't just wish students in their seats without taking the infection-control steps that science and common sense dictate.

I will focus on just one of those: **COVID testing**.

In addition to my rising 11th grader, who I won't let step foot into her crumbling, HVAC-less, 100+ year old school building, I have an older child who is returning to college.

Why the difference? Because we believe her college is acting in good faith to address just the sort of demands being brought up here today, including a serious test and trace regimen.

All students and staff returning to my child's campus **must have on-boarding tests**.

Additionally, all students and staff are scheduled (via app) for **mandatory testing one to three times a week**.

The school maintains a **dashboard, updated daily**, where anyone can see how many tests have been administered, the number of positives, the number of people in isolation or quarantine, etc.

When I looked at the dashboard last Thursday, when students were starting to trickle back for Monday's first day of classes, there were zero positives and no one in isolation.

When I look at it as I prepare this testimony, that number has climbed to 7 (out of nearly 7000 tests) and those 7 individuals--who would have otherwise been circulating among the campus population, potentially vectors of infection--were drawn off immediately into isolation.

So take a moment and extrapolate.

Of course, it is more expensive and involved in every way to do this for a million+ students and staff. But the virus doesn't really care how much it costs nor how difficult it is to organize; it's simply what must be done to keep infection at bay.

And, in our exponentially greater pool of students and staff, we would have far more than 7 positives that wouldn't be caught. And those positive individuals are more likely to live in multigenerational households, with the frail, etc.

It's a ticking time bomb.

We can't responsibly return in full force to buildings until we address this.

First step: raise the money for comprehensive COVID testing by taxing the rich!

Thank you.

--

Kemala Karmen
917-807-9969

School reopening and random COVID testing

I have two children in New York City public schools. I am very upset and alarmed about what I have read regarding our schools preparing to do random COVID testing once they reopen. There is a lot of information that is not being shared such as: where will they be tested in the school or at their own doctors office? what type of testing a nasal swab or mouth swab? Will the parent be present? What if the parent does not feel comfortable consenting will they have to go to fully remote learning? How fast will the results be obtained? These are just some of my many questions.

I don't believe that random COVID testing in schools is the answer nor is it ethical behavior. Our children have been through so much already do we really need to traumatize them more by pulling them from class and testing them without a parent our loved one to reassure them that they are safe? I'm beginning to feel that this COVID testing has been set up so that parents will refuse and have to do remote learning only or to take away even more of our rights.

I have chosen blended learning for my children because their was no 5 day option. I chose this because my children learn best in school, they want to return to school, they practice all of the current safeguards on an everyday basis. They wear masks, practice physical distance of 6 ft, wash their hands constantly and carry hand sanitizer with them at all times. Unfortunately because all of the facts are not shared openly and honestly with everyone people have to resort to posts on facebook, hearsay and half truths. The bottom line is we want our children to get the best education because they deserve it and it is in everyone's best interest as they are our future and will be responsible for rebuilding our country.

Please do what is right and protect our children, our rights and our education system. Tell the mayor that random COVID testing in schools is not supported and not ethical.

Thank you.

Sent from Jo Ann Wilton

Proposed Res. No. 1410-A: opening schools safely with covid19

Thank you CM Treyger and to everyone on the panel.

My name is Lisa Bowstead. I am a graduate of the NYC public schools, as is my son. I am also a former DOE teacher. I love NYC public schools. That is why I am here.

I am concerned about safe ventilation in our schools when it gets cold outside, which will be soon.

I keep hearing about inspections of HVAC systems and making sure that windows open. Most of our school buildings are quite old. The vast majority are over 40 years old. A significant number are 100 years old. I have worked in several school buildings. I have never worked in a room with an HVAC system.

To explain my concern, I want to tell you about three classrooms in which I've worked . . .

In one school building, in the winter months, I would arrive in the morning to find the room at 95 degrees. I had to open the windows and wait before I could spend any time in the room. But I had to be careful not to leave the windows open for too long, because the room would get quite cold the heat didn't kick-in again until 11AM. In these big-old buildings the heat is either on for the whole building or off for the whole building.

In another school building, my classroom never had enough heat. We wore coats and warm hats in class all winter. The windows could be opened, but it was too cold to ever do so.

In a third school building, the north side of the building was always too cold. In the winter, the heat was always on. The south side was always too hot. We were told to open windows in warm rooms, but the streets were too noisy, so we ran window air conditioners and fans all winter. With covid19, blowing air around is not an option

I keep hearing about how important it is that windows be open for proper ventilation. Is the plan to keep windows open all winter? How much is this going to cost? And how many of our OLD boilers will fail under these conditions?

Keeping windows open all winter cannot be the answer to the ventilation

issue.

Lisa Bowstead

Lisa@CobbleHillThinkTank.com

The Cobble Hill Think Tank

(718) 222-9200

www.CobbleHillThinkTank.com

Reopening schools

Greetings, my name is Adrienne West and I teach Art at Essex Street Academy. I'm writing because I was advised to send a message voicing my concerns about reopening schools for in person learning. I am anxious and hesitant about the reopening for health reasons, not just for myself but for everyone. One of my major concerns is the commute. NYC subway platforms are not properly ventilated. Most students and staff ride the Subway. What happens if someone, anyone, staff or students gets sick. And worst case someone dies. I would not be able to live with that. I'm hoping that enough people voice similar concerns and we really rethink about the reopening of schools for in person learning. Thank you for your time. Peace.

Covid random testing

To whom it may concern

My name is Toniann Quigley I am a parent of a special needs autistic 6 year old child in Staten Island. I am totally appalled and outraged about this random testing. I am NOT allowing this to be done to my daughter in school without me there. I will not allow my daughter to get tested multiple times also! This is ridiculous! I work at Sloan Kettering and there is no such test as to what the mayor had mentioned that is less invasive. My daughter already has very bad anxiety and I will not subject her to this. This is outrageous to even put a child through without a parent there. The CDC guidelines also state that the schools CAN'T mandate testing in the school. My child has already regressed from March with not receiving her therapies in person. This has taken a huge toll on her progress as is. I am her parent and her advocate and will not allow this. This is insanity!

Sincerely

Toniann Quigley

Sent from my iPhone

COVID testing in schools

To whom this may concern,

I hope this email finds you well. I am the parent of a special needs student in Staten Island, NY. My son has been diagnosed with ASD, ADHD, as well as many sensory issues since he is 16 months old. He is now 7 and attends the 2nd grade in an ICT class in PS 52. I have chosen to put him into blended learning because he thrives when he is amongst his peers and has a schedule to follow. As well as therapies in accordance with his IEP-in person. My greatest concern currently (along with every other parent I am sure) is the new policy for testing children who have chosen in person learning. You see, for my child, there really is no “choice”. He has an IEP that must be managed by a special needs educator and cannot focus at home doing strictly remote learning. So here is where my concerns come to light. Who will be testing my son and other children? Is this going to be done in school? How can anyone expect these children to be swabbed without the presence of a parent? I also would like to add that I am a Registered Nurse and have been for 13 years at a well respected hospital in NYC. I have worked through this pandemic caring for COVID patients on a daily basis. I have been swabbed over one dozen times. To be completely honest with you-it is painful. I do not understand what our Mayor said when he stated “it will not be the swab that goes all the way up your nose”...there is no other swab. There is a saliva test and a swab. And the only swab that’s I am aware of that is the only effective way (other than saliva) must reach your nasopharyngeal airway to obtain accurate results. Anything else is subpar. That is not my opinion. It is a fact.

The purpose of this email is to suggest that perhaps in order for the schools to comply with the 10-20% testing monthly that they allow for children and teachers to see their own physicians and obtain a test and results within a certain period of time. I am sure I am not alone in this request and it provides a way for parents and schools to work together to prevent additional cases.

Sincerely,
Lauren Esposito

Testimony for City Council Committee on Education virtual hearing

Good afternoon,

I am submitting my written testimony for the City Council Committee on Education virtual hearing regarding Res 1410-A (Treyger):

Afternoon Council members

My name is Yuli and I am the CEC14 first vice president and member of PRESS NYC, parent supporter of the MORE caucus and New York City School Workers Solidarity Campaign, and the Taiwanese American public school parent of two in Brooklyn

First I want to say that as a parent I stand in solidarity with school staff because our school staff working environments are our children's learning environments. Remote learning was not easy for me and my two boys, but we must go 100% Remote because there are **#TooManyDealBreakers** in the school reopening plans and they must be addressed before we return to school buildings.

And there are many other issues that need to have been addressed long before this pandemic. New York City schools have been segregated, racist, unsafe, and underfunded for decades. The erasure, diminishing and the silencing of Black, brown, Asian, POC and female voices is institutionally supported, and has brought us this broken education system, and these nonsensical and impossible to execute reopening plans.

This is not just about reopening schools but about building a new education system with true equity. And Equity is centering and engaging and prioritizing the most impacted Black and brown, special education, multilingual communities, in funding, and planning.

Because no amount of resolutions or safety checklists will make up for the fact that schools cannot comply with any safety checklist, testing plan, or reopening plan without money.

Council Member Treyger you talked about how in that first moment in the classroom you must establish trust. But City Council you have broken that trust with your city budget. **Your resolution does not ONCE mention the lack of funding for our schools.** City Council has had 6 months to prioritize FUNDING for our schools. That was your job. To secure funding. Start rebuilding trust by bringing us a budget that prioritizes students and school staff over opening the economy.

I thank you for explaining in more detail about the reasoning behind the June 30th budget vote. I also do NOT support Cuomo being in control of the city school budget.

But it will not stop me from pushing you and other city council members here from continuing to advocate for more than just fair student funding, because that is the bare minimum, especially during a pandemic. And for pushing to fund and support community based organizations to help provide safe 5 day a week childcare for working parents. Pushing for free municipal broadband for all public school students and school staff, and to invest in remote learning, and multilingual support for students and parents for remote learning.

We must all stand up, fight for our public school education funds, and call on the Mayor and the Governor to **#MakeBillionairesPay** and **#FundNYSchools** **#BlackLivesMatter**

Cheers,

Yuli

[she/her/hers](#)

CEC14 1st VP

PS110 SLT

PS110 Advocacy Committee Chair

September 3rd., 2020

New York City Council
Education Committee

Members of the Education Committee:

Will you choose health and life or illness and death? The answer to this question will either give you peace or haunt you in your nightmares when you sleep at night. That's assuming you have a modicum of consciousness.

Back to school and back to work policies in the midst of the current Covid crisis have resulted in a Covid positivity rate of 18.5% in Iowa, the state with the highest per-capita number of cases. Covid cases have increased in Georgia and Florida following the enactment of in-person school attendance mandates. Many universities in the country have reported Covid increases as well. After the nightmare we all went through in the spring in New York City as a result of the racist and murderous negligence of Governor Cuomo and Mayor DeBlasio — who clearly acquiesced to corporate interests despite having full access to scientists' reports and warnings — and so many efforts by New Yorkers to quell the pandemic in our city, will you choose more racism and greed? Will you choose sound humanitarian policies or more stupidity and callousness?

Racist homicidal claims on the part of sold-out government officials — sanctioned by equally corrupt Michael Mulgrew and the “leadership” of the UFT and Schools Chancellor Richard Carranza — have “evolved” to claim that concerns for the future of low-income students of color are a driving force to reopen schools. Yet, as proven by statistics, it is these very children and their families of essential workers who will suffer the most from Covid infections and deaths, further decimating our communities. Not to mention how reopening schools will expose teachers and school workers and administrators.

The Mayor and the Governor have shown they have no backbone or integrity. They have made it clear these vulnerable populations are disposable in their eyes, and that they will bow down to corporate demands for profits no matter what. Will you, also? Are you also vicious individuals with no backbone or integrity? More directly: will *you* be sending your children to schools lacking the necessary infrastructure and safety mechanisms to protect them? Do *you* care about the teachers and school workers that will be risking their lives (because in fact they are being economically forced to)? Do *you* care that they will return to their communities and put many more people at risk of infection? Will *you* expose your own families and neighborhoods?

The pandemic is projected to intensify. Alternatives to in-person schooling are essential, and there are many options on the table provided adequate funding is made available to realize them. We at high-risk communities will be watching closely to see what stand you take on this matter. And we will remember. And if you hypocritically, arrogantly, and self-servingly choose illness and death we will hold you accountable. And we will not accompany you in your nightmares when the parentless and dead children, teachers, and school workers you will have contributed to killing in cold blood appear in them.

So will you choose health and life or illness and death?
Mario Golden

August 30, 2020

Mr. Eric Oissar
646-657-7264

To whom it may concern i am a single parent who is for in-Person learning. Not all parents have access to the internet or computer, laptop. Some teachers post up YouTube videos for children to watch. Half of these parents do not have a high school diploma to understand the remote learning work to help his/her child with. If teachers can go to Social Events, Kmart target grocery stores outdoor dining's and taking Trips and have any worries about catching the coronavirus they can go back to work. Remote learning does not work for all children. Remote learning has a lots of glitches, Most of these teachers never respond back to the parents asked question, when parents need help with work they do not understand who can we turn to, We have to turn to the remote learning, teachers are No help when it comes to remote learning teacher respond back days later. When the children are in school learning, they are more focus and observing the classroom work. When children are at home doing remote, they are figuring out how to do the remote learning, they are not focusing they are not online like they suppose to be. These teachers want to strike and protest what about the children education does that matter or not. teachers are comfortable being home not doing anything but just collecting a paycheck for nothing because the work is not being posted for the children to. I am a single parent who is for all in person learning. I do not agree with remote learning. I do not want her to fall behind due to lack of teaching or this remote learning.

Thank you

Eric Oissar

Thank you for giving me the opportunity to testify today. My name is Erin Haggerty and I am a teacher at the Urban Assembly High School of Arts & Technology at the Martin Luther King Jr. Educational Campus. I am seriously concerned that the city is not taking the pandemic seriously, and is putting our community at risk by allowing people to enter buildings that have yet to be proven safe for use. Families can choose to keep their children home, but that does not change that the city is forcing others to enter these buildings before a proper evaluation of their safety. A review of the ventilation system by the United Federation of Teachers reported the following:

There are significant concerns with the operation of the ventilation system serving the building. Since there are no openable windows the proper operation of the ventilation system is critical. Inspection revealed some of the fans are not delivering outside air. The scroll filters are not working properly and when working they do not meet the efficiency of MERV 13 filters. The system in the current condition does not control exposure to aerosols containing SARs-CoV-2 virus.

The DOE has failed to address any ventilation concerns for our building. As a concerned [POSITION], I **demand** that the DOE do the following:

1. **CLOSE THE MLK CAMPUS** until the city can prove, with a comprehensive report, that the building is safe for use.
2. **PUBLISH A COMPREHENSIVE REPORT** on a 2020 evaluation of MLK's HVAC system, including details on materials, methods, and metrics used to evaluate safety.
3. **PUBLISH A COMPREHENSIVE ESTIMATION** of the predicted impact of reopening MLK's campus on its population, including:
 1. Number of individuals potentially infected with COVID-19
 2. Number of individuals potentially hospitalized for COVID-19
 3. Number of individuals potentially lost to COVID-19
 4. Methods and metrics used to determine these numbers
4. **IF THE BUILDING IS FOUND SAFE BASED ON THIS REPORT, ALLOW AT LEAST ONE MONTH** for the report to be reviewed and approved by the United Federation of Teachers (UFT) and those directly impacted by reopening (including staff, teachers, students, and families) **BEFORE HAVING MLK REOPEN.**

If these demands are not met, then we have no faith that the city is keeping our children's education in mind. Remember the people you send into this building come from all over the city and are members of your community, districts and the future. We have already lost so many people to this pandemic, and I do not want our children to suffer any more simply because the city decided to reopen schools for political clout. Our children can learn from a computer, tablet, or phone—but they cannot learn from sick, hospitalized, or dead teachers.

A deeply concerned constituent who has been sick when working in certain classrooms,

Erin Haggerty,

teacher, High School of Arts & Technology

please See he following testimony:

Please view the documentation that says that the school is not safe:

A. Please Watch this VIDEO Think this is being done en ALL Schools????

First piece of [VIDEO of Extensive testing where they admit it is NOT Safe](#)

<https://www.facebook.com/mike.veve/videos/3399375440129855/>

B. UFT walk through report:

MEMO

Date: August 17, 2020

From: Ed Olmsted, CIH, CSP
Jennifer Long, MS

Subject: **Ventilation Screening**
Martin Luther King High School (MLK)
122 Amsterdam Ave, Manhattan, New York

On Thursday, August 13th, 2020 Ed Olmsted, Jennifer Long, Sarah Kinbar and Pedro Serrano, representing the UFT, inspected representative classrooms and air handlers at MLK High School located on 122 Amsterdam Avenue in Manhattan, NY. Representatives of the Department of Education were present for the survey including the school custodian and an assistant principal. It should be noted that the assistant principal, who was present for a short portion of the survey, did not wear a mask, which is contrary to DOE policy. The requirement to wear masks necessitates a level of cooperation that will break down if the management of the building do not comply. The survey was done in preparation for opening the school and return of staff and students with a focus on the control of exposure to SARS-CoV-2. The Department of Education has instituted many exposure control measures in schools for the coming year including mandatory wearing of masks, distancing of occupants (reduced occupancy), enhanced cleaning, and operating the ventilation systems with a maximum fraction of outside air, and installation of ASHRAE MERV 13 filters.

This survey was done over the course of 90 minutes and is screen and not a comprehensive assessment of the heating, ventilating and air-conditioning system (HVAC). MLK High School has a central heating and air conditioning ventilation system that serves the all classrooms. Most classrooms in the building do not have windows and rely on mechanical ventilation. Adequate

ventilation is recognized as a critical element for reducing exposure risk to the airborne droplet aerosol containing the virus. The building was constructed in the 1970's and the mechanical system is original to the building.

The HVAC units serve all classrooms and common spaces. The building does not have openable windows. The ventilation units are located in a penthouse fan room and air is ducted throughout the building. The custodian reports that the fans are dual deck systems that have a hot air duct and cold air duct. He reports that there are no mixing boxes in the system, which is unusual for a dual deck system, and the hot and cold air are mixed directly after the fan. He also reports that the system has not worked properly for a number of years and the damper controls have been disconnected. The outside air and return air dampers and the mixing dampers are manually adjusted by maintenance staff. The building has a chiller that makes chilled water for the AC system. Air is provided through sheet metal supply ducts that discharge through the light fixtures mounted in the drop ceiling. The custodian indicated that every light fixture has a ducted supply duct and a ducted return. This could not be verified during this survey. Supply air is discharged through two slots on opposite sides of the square diffuser. The return uses the other two slots. Inspection above the ceiling in one room indicated that the ceiling plenum is a return and the two slots on the light fixture are open to the ceiling and not ducted. The custodian reports that most returns are ducted and the ceilings are not a return plenum.

Findings

Inspection revealed the following problems:

1. The supply air handlers have scrolling filters (roll filters). These are not MERV 13 filters. The scrolling mechanism has not worked on the fans and the custodian must advance the roll filter by hand. Inspection of a number of mixing plenums in the fans revealed the filters are drooping and clogged with dirt. The coil was exposed and also plugged with dirt. The clogged filter and coil diminish airflow and prevent the cooling and heating of supply air. There is also limited filtration.
2. Inspection of the outside air plenum revealed a number of air handlers that had the outside air dampers manually shut. Those fans were providing entirely recirculated air.
3. Not all rooms could be inspected but a representative number were. The supply outlets were screened with a thermal anemometer to determine whether supply air was discharging from the outlet. Measurement of volume flow rates was not done given the time limits for these surveys. The supply diffusers around the lights were measured in randomly selected rooms throughout the building. The tests revealed inconsistent and uneven flow of air. Some supply diffusers had good airflow and some had very little. All rooms were found to have some flow of ventilation air.

CONCLUSIONS

There are significant concerns with the operation of the ventilation system serving the building. Since there are no openable windows the proper operation of the ventilation system is critical. Inspection revealed some of the fans are not delivering outside air. The scroll filters are not

working properly and when working they do not meet the efficiency of MERV 13 filters. The system in the current condition does not control exposure to aerosols containing SARs-CoV-2 virus. It was reported that SCA has investigated the building and is proposing a number of steps to prepare the ventilation system for return during COVID-19.

C Letter sent to families of student at the campus on 9/1/2020

Dear Families of the MLK Campus,

September 1, 2020

Yesterday we learned that 18 rooms on our campus have been condemned; they have been deemed unfit for use because of minimal or no air flow. These 18 rooms are spread out over all six schools on all 6 floors of the building. We did not receive any explanation about how these rooms were identified or what quantitative or standards-driven approach was used to make this determination. Since there has been no clear quantitative criteria used to measure air quality or air flow, we believe the subjective assessments have potentially resulted in unsafe rooms being cleared for use by students and teachers. As such, we are now only more concerned about ventilation in the MLK campus.

For the last few weeks we have voiced our concern about returning to the MLK campus for health and safety reasons. Specifically, we have been requesting two things: 1) transparency regarding the process about how a classroom is deemed safe and 2) a quantifiable measure that confirms a classroom is deemed safe.

If you would like to advocate for these safety-related concerns as well, you can email the following individuals:

Title & Name	Email	Twitter Handle
New York City Schools Chancellor Richard Carranza	nycchancellor@schools.nyc.gov	@NYCSchools @DOEChancellor
Executive Superintendent Marisol C. Rosales	mrosales7@schools.nyc.gov	@MRosalesMBO
Manhattan Borough President, Gale Brewer	gbrewer@manhattanbp.nyc.gov	@galeabrewer
NYC Public Advocate, Jumaane Williams	gethelp@advocate.nyc.gov	@JumaaneWilliams @nycpa
New York City Councilmember Helen Rosenthal	Helen@helenRosenthal.com	@HelenRosenthal
New York City Council Education Chair Mark Treyger	mtreyger@council.nyc.gov	@MarkTreyger718

Dear Elected Official/ DOE Official,

My child attends _____(name of school) on the MLK campus and I have concerns about the air ventilation in the building. I am requesting two things:

- 1) transparency regarding the process about how a classroom is deemed safe
- 2) a quantifiable measure that confirms a classroom is deemed safe

Sincerely,

Yours,

Delia Veve, Principal of Urban Assembly Media

Doreen Conwell, Principal of Law, Advocacy & Community Justice

Katie Banucci-Smith, Principal of Special Music School

Kevin Froner, Principal of Manhattan Hunter Science HS

Mariela Graham, Principal of Arts & Tech

Stephen Noonan, Principal of Maxine Greene HS

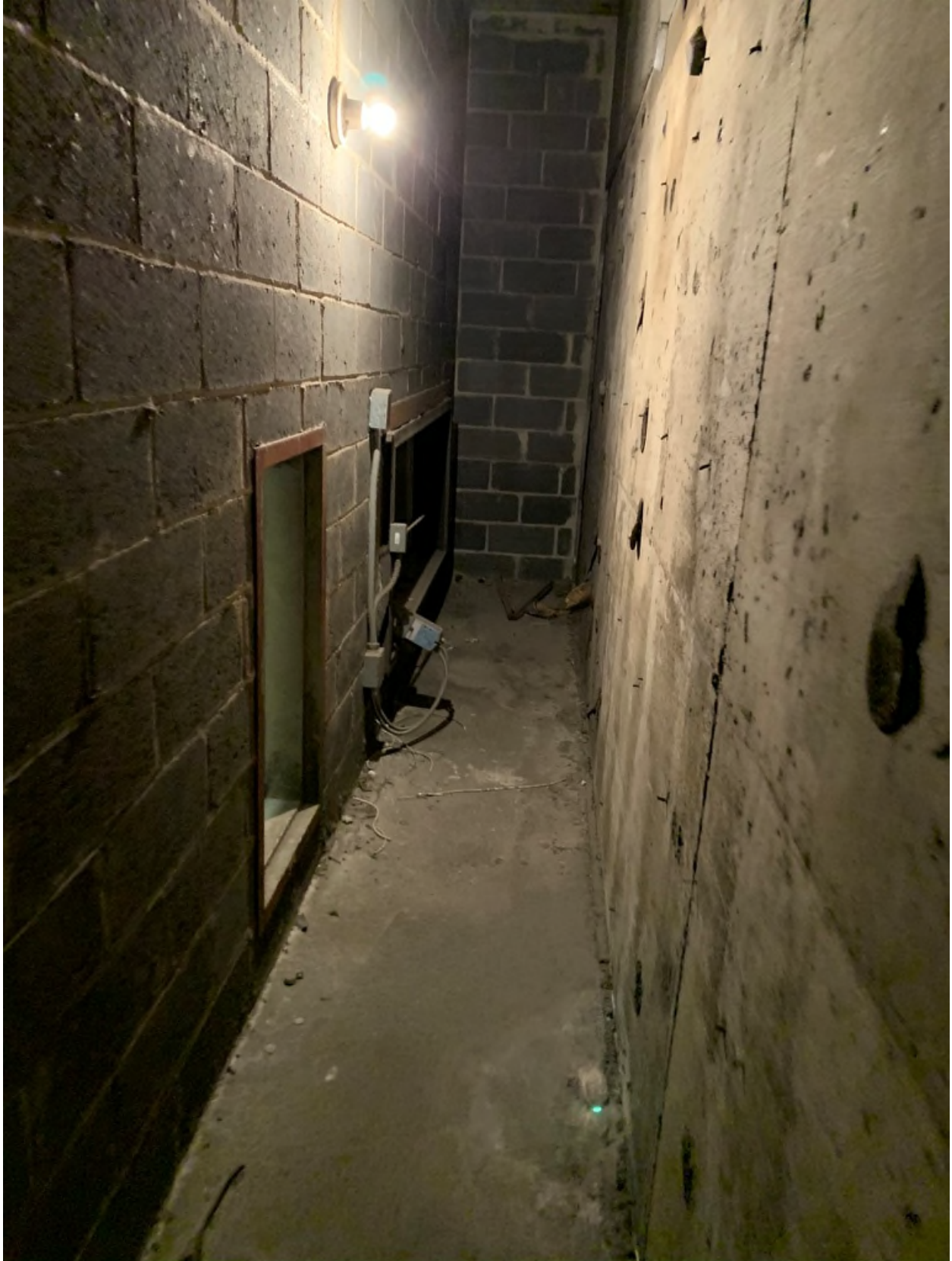
C. Building Report https://survey.nycsca.org/bcas/enc_rpts/M490_M.pdf



Outside air damper closed on air handler



Above the ceiling the slot on the light fixture is open to a return plenum"



Outside air plenum

August 31, 2020

Parent: Ms. Tracie Reid
718-669-9536

To whom it may concern i am a parent who is for in-Person learning. For one of the reason I am for in-person learning is children need that one on one learning with his/her teacher not remote learning where children have to figure out for themselves how to do the class work as well as teachers who are posting up work that Children have to learn how to do the work on they own or some teacher not posting work up at all for children. Not all parents have access to the internet or computer, laptop. Some teachers post up YouTube videos for kids to watch. Some of these Children parents do not have a degree nor a high school diploma to understand the work to help his/her child with remote learning. If teachers can participate in gatherings, Social Events, parties, amusement parks outdoor dining's and taking Trips to other state as well as other Country and have No worries about catching the **Coronavirus** then can go back to work. Remote learning does not work for all children. Remote learning has a lots of flaws claws and glitches, Most of these teachers feel very frustrated when Parents asked a question through email majority of teachers does not respond back to parents email when the parents are asking for help it takes a teacher about a day or two to respond back. When the children are in school learning, they are more focus and observing the teacher in action. While the children are at home figuring out how to do remote learning, they are not focusing they are not online like they suppose to be. They are busy doing other activities. These teachers want to strike and protest what about the children education does that matter or not. Majority of these teachers got comfortable being home not doing anything but just collecting a paycheck for nothing because the work is not being posted for the children to. Some children look forward to attending school interacting with their friends eating school meals, some children have parents who neglecting there needs at home these are the children who come to school where they feel safe and have to Healthy Meal. I am a parent who is for all in person learning. I do not agree with remote learning. My child is very smart and is in a high class, and I do not want him to fall behind due to lack of teaching or this remote learning.

Jane Maisel testimony for Education Committee, September 3, 2020.

I want to speak to the mayor's plan to physically reopen the schools. I will be very brief, as I am writing moments before the deadline.

The mayor's plan is unsafe. According studies from the Harvard School of Public Health, the hybrid plan may be the most unsafe plan, as it increases exposure, as groups rotate in and out of the building.

The many serious flaws in his plan make it absurd and dangerous to all New Yorkers.

Here are a few:

- Airborne transmission by aerosols will not be prevented by the measures the mayor claims will protect health. 1
- The mayor's plan is based on politics, not science. 2
- Policy is being made under the guise of concern for the needs of the less privileged families of NYC. Instead, the state and city should support families in need so an adult member of the household can keep their children safe at home, until the pandemic is reduced.
- The mayor does not require frequent, regular testing of staff.
- The mayor's plan exposes teachers to harm –even having them physically report to work in their buildings. Hiring temporary outside nurses, rather than staff that will become part of the schools. If they have immune compromised family members they are still required to report for work.
- NYC DOE is desperately short of staff. The chancellor says they are trying to hire more teachers, yet they are continuing their hiring freeze of available licensed teachers.

1 Identifying airborne transmission as the dominant route for the spread of COVID-19. Renyi Zhanga,b,1, Yixin Lib ², Annie L. Zhangc , Yuan Wangd ², and Mario J. Molinae,1

2 Environment International Airborne transmission of SARS-CoV-2: The world should face the reality Lidia Morawskaa,* , Junji Caob

Delay the Reopening of Schools

Hello:

My name is Jodie and I live in the Bronx. I am a school teacher in the Bronx and I am also raising my son here, a rising 7th grader.

I fully support Resolution 1410, which calls for the delayed reopening of NYC schools. Not delayed for 10 days, as is the current NYC DOE/UFT agreement, but delayed until they are SAFE.

As most families, we have been struggling with a mix of emotions since last March. My son's best friend's mother passed away from Covid-19. She was homebound so unfortunately it is likely one of the family members that traveled to work or school unknowingly carried the virus into their home. My student's grandmother passed away from an over 1 month long battle with Covid-19, right before the school year ended. The trauma experienced by families and friends runs deep. And we are STILL learning about this virus. We are STILL fighting this virus.

As a single parent I made the difficult decision to select remote learning for my son's preference, not knowing how I would figure life out if I had to report back to work within the nation's largest school system. But I knew it was the right thing to do. Like me, many other parents have selected REMOTE learning for their child(ren).

NYC schools are rushing the process to reopen, with grave consequences to be faced. We do not have a school calendar. School schedules are confusing at best, as many schools face staffing issues. Safety tests have not been completed and many schools have already failed their "inspections". Furthermore, these "inspections" are being conducted by people that are not licensed or trained to be inspecting buildings and operational systems for Covid-19 safety or quality. Our school buildings have suffered structural inadequacies for MANY years. Lead in the water systems, chipped paint, rooms with no air-conditioning and windows that only partially open, bathrooms with no windows, etc. We recently learned that the "mystery" chemical in the electromagnetic sprayers has been recalled. The DOE has not been transparent. Just as they were not transparent back in March, which resulted in lives lost.

I hope the City Council will support parents, students, teachers, staff, family and community members in delaying the reopening of schools and instead reopening with a phased in approach as proposed by Mark Treyger and Jumaane Williams. Our lives depend on you.

Thank you,

Jodie Quaglia

Testimony of Joel R Kupferman, Esq, and Robin Menikoff
Environmental Justice Initiative -

THE COVID-19 ACCOUNTABILITY WORKING GROUP

National Lawyers Guild - Environmental Justice Committee

New York City Council Committee on Education virtual hearing 9-3-20

- I REPRESENT THE COVID-19 ACCOUNTABILITY WORKING GROUP: composed of community leaders, scientists, public health physicians and more. Including the National Lawyers Guild ENVironemntal Justice Committee and Environmental Justice Initiative.

- Residents of communities of color and lower-income suffer the brunt of toxic exposure to a greater degree than other New Yorkers.as described today.

- Rushed assessments and stop-gap solutions provided by the city are clearly inadequate, with no time critique allowed. --EVEN for the SHORT TERM and OPEN the CITY TO LEGAL LIABILTY FOR PUTTING STUDENTS and STAFF into the ZONE OF DANGER.

- Current preparation for in-person education is based on current conditions, such as warm weather and low COVID numbers.

- The Education Committee report on the ventilation system in the schools really tells and reveals the urgency of the problem

Mono Rossol, chemist and industrial hygienist, <https://www.artscraftstheatersafety.org/bio.html>, opines:

- The issues are that there are many schools that do not have recirculating ventilation systems and rely on air conditioners and unit ventilators (univents).
- Air conditioners usually provide no fresh air and their filters are not capable of capturing the covid droplets or aerosols when they operate. If an infectious individual is in such a room, the aerosol they leave behind will remain for many hours and have the potential to infect others.
- The same issues is seen with the univents. While they can bring in fresh air if they are installed where there are outside wall or window penetrations, many only recirculate room air. Even if the unit ventilator is properly connected to the outside and provides a mixture of fresh and room air, the filters cannot capture the covid droplets or aerosol. This means that only the actual amount of fresh air is useful in replacing air that potentially carries the Covid aerosol. This low replacement leaves the contaminated air in the room for hours after an infectious person has been in the space.
- The rooms served by air conditioners and/or unit ventilators cannot be made safe without major changes and additional equipment such as HEPA filters or designing and installing dilution exhaust systems.
- The recirculating systems also may be problematic. Even if they are upgraded and repaired to meet the standards of ASHRAE 62.1-2019, this standard doesn't address the covid needs. For example, the classroom rate of 5 cfm/person with small occupancy rates will leave the air unexchanged for hours. The ASHRAE 62 standard is

inappropriate for the control of this virus.

- Instead, each system should be evaluated and the engineers should provide 1) the MERV rating of the filter, 2) the number of air exchanges per hour, and 3) the percentage of fresh air provided. These three variables must be used together to provide for a rapid clearing of the aerosol particles from the air. For example, if the system cannot operate with a HEPA filter (MERV 17) and a lower grade MERV 13 must be used, the air exchange rate can be raised and the percentage of fresh air can be raised (higher exhaust rate) in order to create a more rapid purging of the air.

-

A recent study in published in Chalkbeat, by How safe is the air inside your NYC classroom?
<https://ny.chalkbeat.org/2020/8/25/21396573/how-safe-is-the-air-inside-nyc-classrooms>

- The task ahead is immense. Inspection records of city school buildings show that, of roughly 1,700 schools with ventilation system reports, about 1,030 of them had some kind of documented problem with the air supply or exhaust components, according to a Chalkbeat analysis.
- Roughly 58% of the 980 schools with exhaust fans — which are supposed to pull air out of buildings — have at least one deficiency, Chalkbeat’s analysis found. A quarter of the roughly 260 schools with supply fans, which bring outside air in, have at least one deficiency. Nearly 90 schools have broken dampers, which are flaps in the ducts that close to prevent smoke from spreading in case of a fire.
-

Schools are in violation of City Mechanical Code across the five boroughs.

https://up.codes/viewer/new_york_city/nyc-mechanical-code-2014/chapter/4/ventilation#4 .

This includes putting students in classrooms below grade, i.e. ground level at schools such as PS 51 in Queens

Other QUESTIONS about mitigation of Covid-19 threat:

- Effect of excessive humidity
- Rooms other than classrooms : auditoriums, cafeteria , and especially bathrooms
- Scientific Integrity and veracity of the massive number of inspections that had to be performed in such a short time period.
- How can DOE substantiate claim that 2 windows open only 6" provides sufficient CFM-air exchange for schools”
- How is the balance of hundreds of HVAC systems calibrated and maintained when “DOE will make improvements to HVAC systems, as well as air conditioning repairs, to improve air circulation, as well as replacing regular air filters with higher efficiency types? HEPA filters will definitely increase strain on systems.

- Have we learned nothing from 9/11?

- Students, teachers and staff were ordered to return to schools contaminated with WTC smoke and dust, ignoring all warnings, including data and expert advice.
- The City denied the dangers, instead of addressing the environmental health risks.
- Is the City going to follow the 9/11 playbook with schools now? Apparently yes.
- The rushed assessments and the stop-gap measures recommended by the City are flawed and inadequate and will put students, teachers, staff -- and those they come into contact with -- at risk for infection.

STANDARDS:

ASHRAE (American Society of Heating, Refrigerating and Air-Conditioning Engineers) standards have been cited, but are not sufficient.

- Stricter standards are required such as those published by
- **ACGIH** (American Conference of Governmental Industrial Hygienists)- White Paper on Ventilation for Industrial Settings during the COVID-19 Pandemic and
- **AIHA** (American Industrial Hygiene Association) - .Reducing the Risk of COVID-19 using engineering controls . We will provide those GUIDANCE reports.

We invite the CM and staff to our 2 hour training webinar featuring Monona Rossol.

City Council should have on staff its own impartial environmental health scientists to assist relevant committees. Recommendation.

The NYC Department of Education and the School Construction Authority has failed to prove that all schools are safe and healthy for students and educational staff to attend. NYC has failed to exercise due diligence and utilize best practices to ensure sufficiently safe facilities. Thus. opened itself to unnecessary liability,

Submitted by Joel R Kupferman, Esq. and Robin Menikoff
Environmental Justice Initiative -

THE COVID-19 ACCOUNTABILITY WORKING GROUP

[National Lawyers Guild - Environmental Justice Committee](#)





HEALTHIER WORKPLACES | A HEALTHIER WORLD

Reducing the Risk of COVID-19 using Engineering Controls

Guidance Document

[aiha.org](https://www.aiha.org)

Version 1 | August 11, 2020

Sponsored by the AIHA® Indoor Environmental Quality Committee

Early case reports and epidemiological studies of groups where SARS-CoV-2 has led to outbreaks of COVID-19 indicates that the primary means of disease transmission is the indoor spread of exhaled droplet aerosols. Armed with this knowledge, industrial hygiene professionals may limit SARS-CoV-2 transmission using the hierarchy of controls. Engineering controls that can keep infectious aerosols at very low levels indoors offer the greatest promise to protect non-healthcare workers and other vulnerable populations as we reopen our businesses and workplaces.

Relying upon individuals to maintain social distancing, perform perpetual hand washing, and, when available, wear the lowest form of personal protective equipment (PPE) on the market can only achieve so much in preventing the spread of COVID-19. And

because infected people transmitting the disease can be asymptomatic or presymptomatic, it is impractical to “eliminate” all sources of infection. With this in mind, the industrial hygiene profession has long recognized that engineered solutions to reduce exposure to hazardous agents offer much greater protection than PPE or administrative controls in most workplace settings. (NIOSH) (See Figure 1)

Many employers and the public incorrectly assume that wearing face coverings or a respirator is the only way to reduce their risk of exposure. Invariably this is not the case—the reality is that wearing a respirator properly every day, all day, is uncomfortable and rarely done properly. Engineering controls have historically proven to be more reliable because they are less prone to human error.

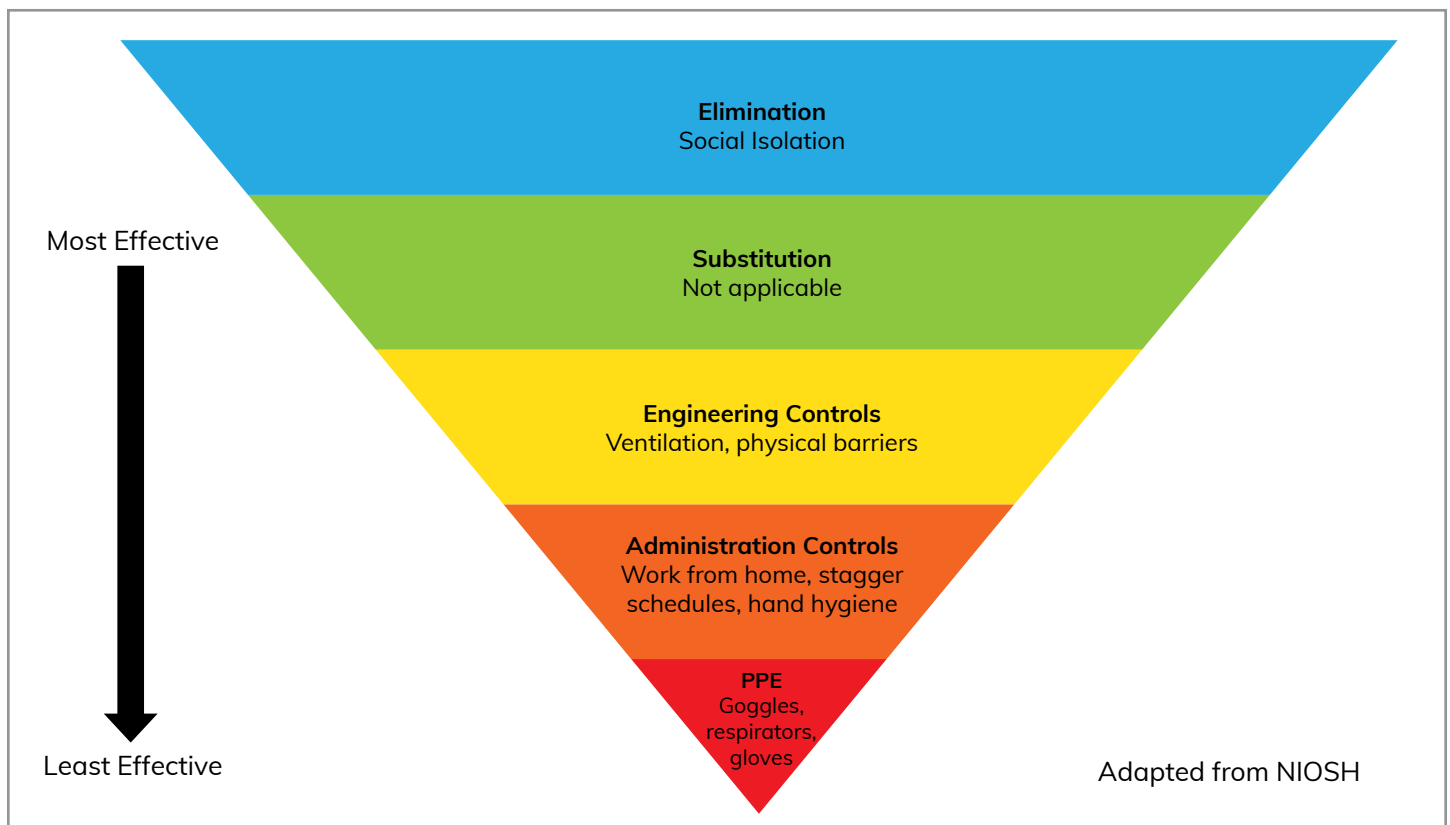


Figure 1: Applying the Hierarchy of Controls for COVID-19.



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Accordingly, while federal and state OSHA plans require employers to ensure workers can use a selected respirator, OSHA also requires employers to consider feasible engineering and administrative options before resorting to their use or that of other PPE. Employers should select off-the-shelf, reliable, and effective engineering controls to reduce the risk of workplace disease spread.

The cost of PPE is also higher than most employers realize. Because OSHA requires medical evaluation, fit testing, and training, respiratory PPE is not a recommended long-term solution to prevent disease transmission outside of healthcare settings. Respiratory PPE is best used for short-term protection until engineering controls can be implemented. Costs to implement engineered solutions in a workplace can vary, depending upon the size of the facility and number of occupants, including employees and transient customers. Once engineering controls are installed, concerns of shortages and supply interruptions that have plagued PPE supplies are not likely to be an issue.

The American Industrial Hygiene Association (AIHA) and its volunteer committees of industrial hygienists recommend the use of engineering controls in all indoor workplaces, even those outside of the healthcare industry, to reduce the spread of COVID-19. The broad category of engineering controls that may be effective against the SARS-CoV-2 virus includes the following:

- Physical barriers, enclosures, and guards
- Automatic door openers and sensors
- Local exhaust ventilation
- Enhanced filtration to capture infectious aerosols
- Devices that inactivate or “kill” infectious organisms
- Dilution ventilation and increasing outside air delivery

Dilution Ventilation and COVID-19

Exemplifying one kind of engineered control, ASHRAE, a professional association of engineers, has issued position statements maintaining that changes to building and HVAC operation can reduce the airborne concentration of SARS-CoV-2 and the risk of it spreading through indoor air.

Increasing the number of effective air changes per hour—essentially, increasing the amount of “clean” or outdoor air delivered to the room—lowers the occupant’s level of exposure to airborne viruses and therefore his or her relative risk of contracting the disease. Diluting indoor airborne virus concentrations can lower the risk of contracting the disease for the same reason that outdoor environments pose less risk of disease transmission.

This suggests that the risk of contracting COVID-19 can be significantly reduced by increasing indoor dilution ventilation rates and improving room air mixing—a principle recommended by the CDC and healthcare licensing bodies for hospitals and infectious disease wards. Indoor environments pose a much greater risk of exposure and spread of disease than outdoor environments. Outdoor environments offer “infinite dilution” of infectious aerosols, which strongly suggests that the risk of contracting COVID-19 can be significantly reduced by increasing dilution ventilation rates and improving room air mixing. To reduce the risk of disease transmission, maintain aerosol concentrations at very low levels, keep occupancy density low, and maintain physical distance. Accordingly, fundamental principles and equipment to capture and dilute aerosols can be applied to non-industrial workplaces to achieve more effective and reliable control of SARS-CoV-2 than face coverings and social distancing.

Effectively increasing the number of air changes in a room or building can be achieved by one or more of the following approaches. Using stand-



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alone “off-the-shelf” HEPA filtered air cleaners , installing enhanced filtration in central HVAC systems, and increasing the volume of outside air introduction are practical and immediate measures that can be implemented by building operators and employers.

Properly selected and installed, standalone single-space HEPA filtration units that are ceiling mounted or portable can effectively reduce infectious aerosol concentrations in a single space room or zone, such as a classroom, elevator, lobby, or office area. While in-room filtering units cannot eliminate all risk of disease transmission because many factors besides virus aerosol concentration contribute to the issue, the reduced concentration and residence time of infectious aerosols can substantially decrease an individual’s likelihood of inhaling an infectious dose. (ASHRAE Position Statement on Infectious Aerosols, 2020)

Choosing and Implementing Engineered Controls

Compared to solutions relying mostly or exclusively on PPE, engineered solutions removes the onus from individuals and their personal habits or attentiveness. Machines do not get tired, sloppy, or distracted.

However, when selecting engineering controls, such as increasing the number of air changes per hour (ACH), the minimum level of protection offered by the new control should exceed the protection offered by PPE alone. In Figure 2, the expected relative risk reduction offered by an N95 respirator is 90 percent, therefore only engineering controls that offer greater than 90 percent relative risk reduction should be considered. In this instance, engineering controls that offer fewer than 4.5 effective air changes per hour are no better than commercially available respiratory protection.

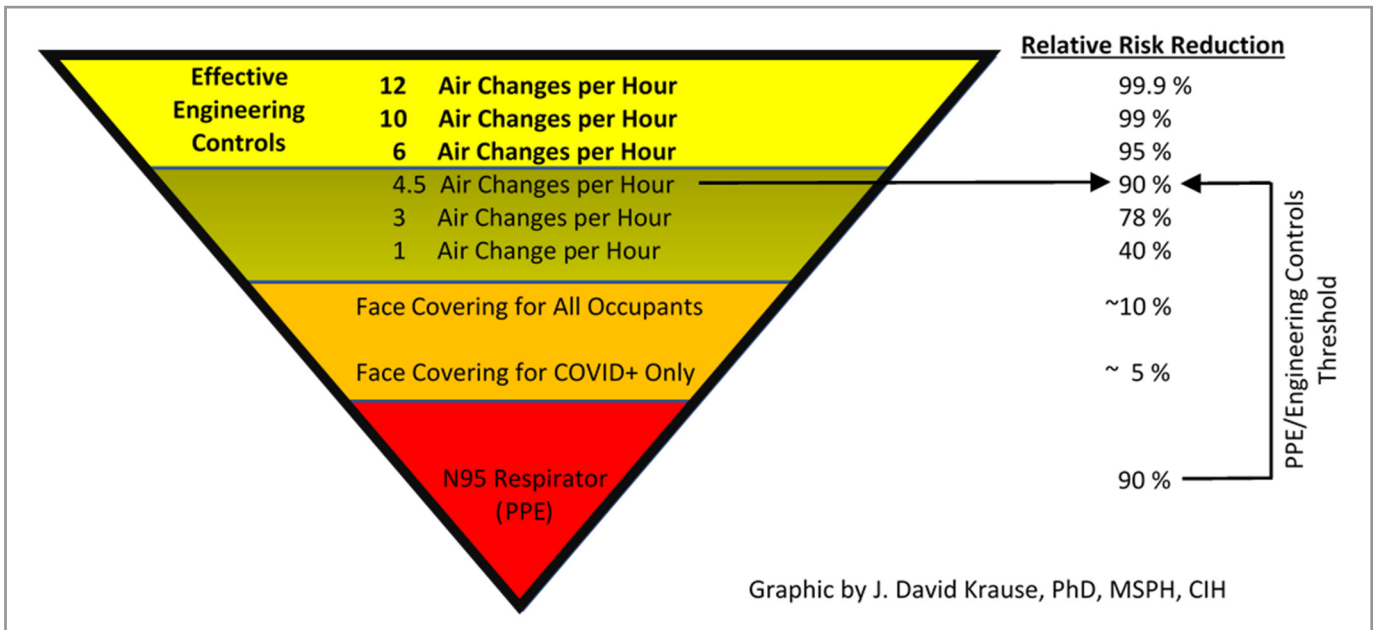


Figure 2



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In hospitals and other indoor environments where infectious people are likely present, delivering between 6 and 12 air changes per hour of outside or clean air significantly reduces the spread of infectious airborne diseases. (See Figure 3) In non-healthcare facilities where occupant density cannot be limited to fewer than 1 person per ~30 ft² (i.e. 6-foot radius), or there is likelihood that infected persons are present, delivering higher air change rates than 6 ACH may be necessary.

Additional factors must be considered for site-specific engineering controls, such as in-room air mixing, the number of occupants per square foot of office space, and the air flow dynamics already in place. A knowledgeable mechanical engineer and industrial hygienist familiar with ventilation controls and infection prevention should be consulted when selecting, installing, and evaluating engineering controls for a workplace.

In most office buildings and small retail settings, using a computational fluid dynamics (CFD) model is not necessary to achieve intended effects. However, in complex buildings with existing mechanical and exhaust systems, CFD modeling may be needed to design and implement a robust and reliable system.

Standalone high efficiency particulate arrestance (HEPA) air filtering devices (AFDs) can be used to supplement outdoor air ventilation supplied through HVAC systems in order to achieve equivalent air exchange rates (AERs) capable of significantly reducing infectious aerosol concentrations in workplaces and offices. The CDC’s *Guidelines for Environmental Infection Control in Health-Care Facilities*, published in 2003 recommends using recirculation HEPA filters to “increase the equivalent room air exchanges.” The guidelines further suggest that “recirculating devices with HEPA filters may have potential uses in existing facilities as interim, supplemental environmen-

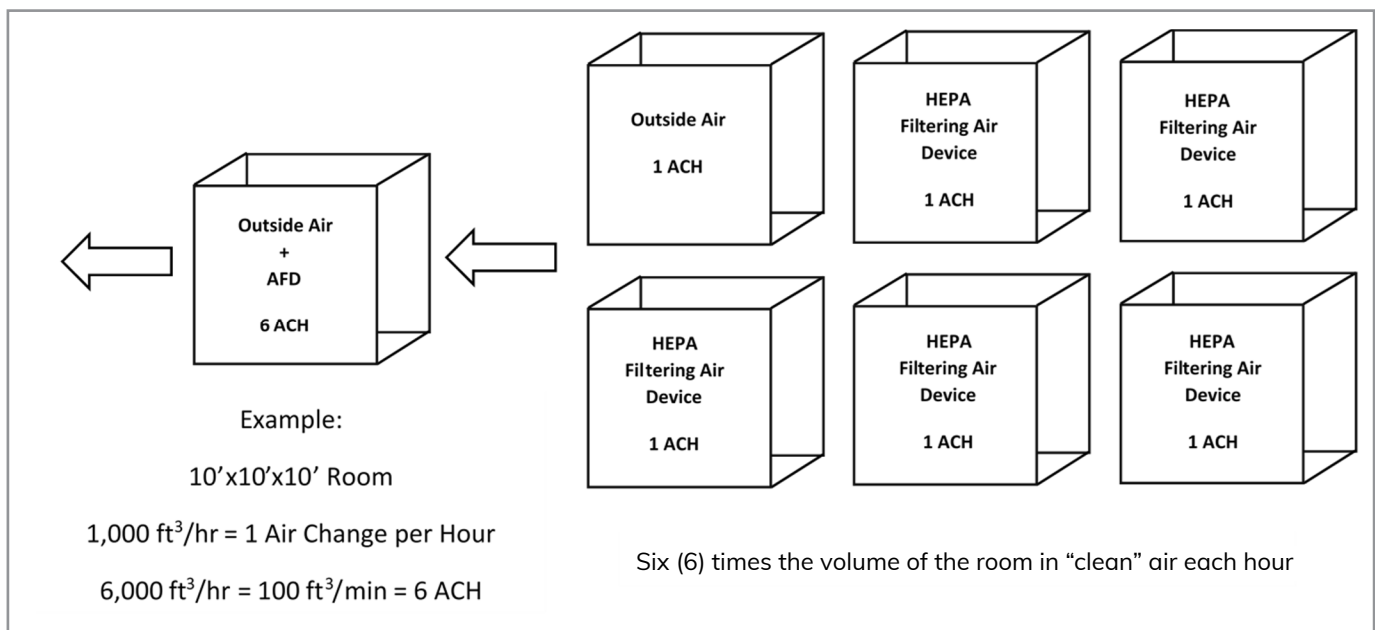


Figure 3



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tal controls to meet requirements for the control of airborne infectious agents.” (<https://www.cdc.gov/infectioncontrol/guidelines/environmental/appendix/air.html#tableb1>)

But HEPA rated filters are not necessary to achieve meaningful reductions in airborne concentrations. Enhanced filtration using filters with MERV (minimum efficiency reporting value) ratings between 13 and 15 can also be used, but higher flow rates may be necessary to achieve similar effects. Installing improved filtration (MERV 13 or higher) in central HVAC systems can serve to supplement air change rates by further reducing infectious aerosol concentrations in recirculated air. Increasing filtration of an HVAC system should be evaluated by a mechanical engineer to ensure the fan can handle the increased pressure load and that air does not bypass the filters. Increased maintenance and filter changes will likely be needed.

While ultraviolet germicidal irradiation (UVGI) and other technologies to inactivate, but not capture, viruses may be capable of reducing airborne concentrations of infectious aerosols, many factors can reduce their effectiveness without being readily recognized by users. Such technologies and equipment can often require significant modification to existing mechanical equipment and ongoing service.

Engineering Precautions

When increasing outside air delivery through HVAC systems, engineers must take precautions to avoid exceeding the mechanical system’s design and operational capabilities. Too much outdoor air can introduce high levels of humidity, causing mold and bacterial growth within the HVAC system, its ducts, and the occupied areas of the building. When outdoor air pollution from wildfires, nearby excavation, or demolition activities threatens the area, outside air dampers may have to be temporarily closed.

When installing AFDs it is important to avoid air flows that interfere with existing HVAC systems, or that directs potentially contaminated air into a clean area. This often requires the expertise of an engineer, industrial hygienist, or experienced contractor to properly site each device.

Ongoing maintenance and cleaning of AFDs, including changing pre-filters and HEPA filters, is necessary to ensure effective operation. Precautions must be taken to prevent worker exposures to accumulated infectious viruses on the filters or the AFD exterior during filter changes and maintenance. PPE recommended for maintenance activities such as filter changes and periodic cleaning include goggles, gloves, apron, and N95 respirator. This should be performed when unprotected individuals are not nearby.

Any modifications made to central HVAC systems, either to accommodate a new use of the space, changes in occupant density, or to improve filtration should be specified and reviewed by a mechanical engineer.

Conclusions

As the nation moves to restart the economy and in-person education, we must seriously consider and adopt effective engineering controls in public buildings in order to protect the health of employees and occupant. Using “off-the-shelf” technologies, equipment, and time-tested methods to control infectious aerosols is the most reliable way to reduce the risk of disease spread. Relying upon control measures that only offer marginal protection against the spread of disease could extend this pandemic until a vaccine is developed, produced, and distributed. Scientifically proven methods to control the spread of airborne diseases that include enhanced ventilation with outdoor air, and high efficiency filtration, have not been widely implemented outside of healthcare facilities.



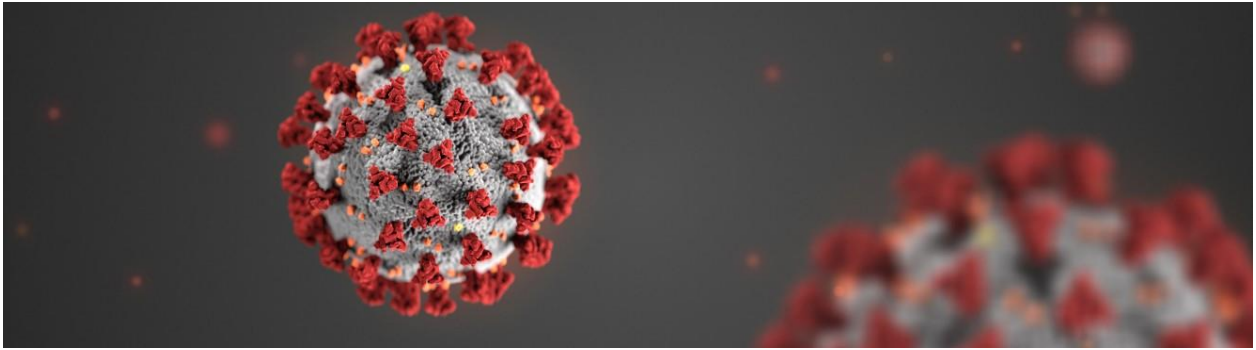
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Industrial hygienists and mechanical engineers can design, install, and evaluate engineering controls that are capable of keeping infectious aerosols at very low levels indoors and offer more reliable pro-

tection. Together, we can help reduce the risk of disease transmission among workers and members of the community in properly designed and maintained buildings through the use of engineering controls.



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**White Paper on
Ventilation for Industrial Settings during the
COVID-19 Pandemic**

by

American Conference of Governmental Industrial Hygienists (ACGIH[®])

Industrial Ventilation Committee

August 2020

Preamble

This White Paper, developed by the Industrial Ventilation Committee of the American Conference of Governmental Industrial Hygienists (ACGIH®), originates from concern about the proper use of ventilation controls in industrial workplaces where SARS-CoV-2 (the Coronavirus responsible for COVID-19) is potentially present. This volunteer committee, with expertise in industrial ventilation, offers guidance on the topic of industrial ventilation to industrial/commercial facilities that are planning operational controls to reduce the impact of the COVID-19 pandemic for employees returning to work around the world. These *recommended practices* are intended as guidance for Occupational and Environmental Health and Safety professionals and others including plant managers as they seek to mitigate exposures for their workforce during the COVID-19 pandemic.

Included within this paper are COVID-19 exposure control strategies that consider all of the traditional industrial hygiene Hierarchy of Controls. It will provide some practical suggestions about the use of ventilation principles and concepts that can help reduce worker exposure to droplets and aerosols that may contain Coronavirus-19. It will also communicate some simple guidelines and principles that can be used to select and design ventilation controls to limit the spread of Coronavirus disease. This White Paper will NOT opine on heating, ventilation and air-conditioning (HVAC) systems and other ventilation systems that are used in office situations, as they have been addressed by ASHRAE in recent documents (ASHRAE, 2020).

The design of an overall exposure control strategy in a facility within the context of Coronavirus-19 will likely require a combination of control strategies. Currently available information characterizes this biological hazard as:

- potentially severe in its effects,
- highly contagious,
- associated with a significant percentage of infectious, although asymptomatic, individuals,
- transmitted person-to-person,
- initiating respiratory infection through inhalation and contact with the eyes, nose, and mouth, and
- having an unknown infectious dose range at the time of this writing.

Therefore, these guidelines address possible courses of action regarding the use of industrial ventilation systems for local exhaust, dilution, and convective cooling purposes within the context of prevention of transmission of Coronavirus-19. The type of industry, worker occupation, exposure profile, climate, facility layout, and indoor environmental conditions will affect how these guidelines should be implemented.

Introduction and Background

Coronavirus Disease 2019 (COVID-19) is associated with a pathogenic novel coronavirus (SARS-CoV-2 or Coronavirus-19 for the purpose of this document) from the same family of viruses responsible for the Severe Acute Respiratory Syndrome (SARS) outbreak experienced between 2002 and 2004. COVID-19 is caused by a single-stranded RNA virus with a lipid envelope that has a diameter of approximately 120 nm (wetted particle size larger) (Zhu, 2020; CDC, 2020).

Symptoms associated with COVID-19 vary by age and health status from mild flu-like symptoms to severe respiratory distress and death. According to the Centers for Disease Control and Prevention (CDC), individuals with increased susceptibility to more severe COVID-19 illness include those over 60 years of age and those with underlying health issues, such as serious cardiovascular conditions, moderate to severe lung disease or asthma, immune system deficiencies, obesity, and underlying medical conditions (such as diabetes, or renal or liver disease) (CDCa, 2020). In addition, a proportion (5%–80%) of infected individuals may not show symptoms (asymptomatic) (Oxford University, 2020; Oran and Topol, 2020).

Disease transmission has been demonstrated to occur person-to-person and is thought to occur through:

- propulsion of large droplets generated from coughing and sneezing directly into the face, nose, eyes, and mouth of someone nearby (droplet transmission),
- inhalation of infectious particles generated by breathing, talking, singing, coughing, and sneezing that remain suspended for lengthy periods or are distributed by indoor air currents (aerosol transmission) (Jones, 2015), and
- contaminated hand-to-mucus membrane contact (contact transmission) (CDCb, 2020).

Airborne transmission (inhalation of infectious particles at a long distance from the source, e.g., through a ventilation system) cannot be ruled out given the potential extended viability of Coronavirus-19 in air (van Doremalen et al., 2020) as shown in laboratory experiments (CDCd, 2019).

Currently, there is uncertainty as to how many virions (viruses) are required to achieve an infectious dose (i.e., how much virus is necessary to infect someone) and about the nature of droplet, aerosol and airborne transmissions including relevant particle sizes, particle behavior over time, and the amount of viable virus present in a given aerosol particle. Since aerosols are a potentially important route of exposure, their control must be considered in a larger, overarching strategy for minimizing Coronavirus-19 transmission in industrial settings. Ventilation, as a type of engineering control, can play an important role in controlling exposure to an infectious aerosol in an indoor industrial workplace.

Hierarchy of Controls

As part of the normal hazard assessment, experts such as Certified Industrial Hygienists (CIHs) should inspect and evaluate each area of the workplace through the Hierarchy of Controls lens to determine how best to protect workers. This assessment involves noting all processes and conditions that have the potential to harm employees through chemical/dust

exposures, hazardous energy, dangerous machinery, etc. During the current pandemic, it is necessary to look for instances that may increase the risk of worker exposure to the virus.

This worker exposure will primarily be through prolonged close proximity to other workers who are infected, but exposure could also include the use of shared tools, inadequate or poorly directed ventilation, and close contact associated with an excessive number of employees in common areas (such as cafeterias) at one time.

As shown in Figure 1, the methods of controlling a hazard generally become less effective moving down the hierarchy. **Elimination** requires source removal, which could involve removing infected individuals from the workplace through screening or testing, assigning remote work (where possible) or limiting the number of individuals in a space at one time (and enforcing social distancing) to lower airborne concentration. **Substitution**, replacing the source with something less hazardous, may not be relevant although automation (e.g., robots) may be useful in some instances. **Engineering controls, administrative controls and personal protective equipment (PPE)** all have a place in protecting workers during the pandemic. While engineering controls are generally most protective for workers, due to the nature of the virus and the limitations of most industrial ventilation systems, administrative controls or some form of personal protection may also be essential in combination with engineering controls, such as ventilation.

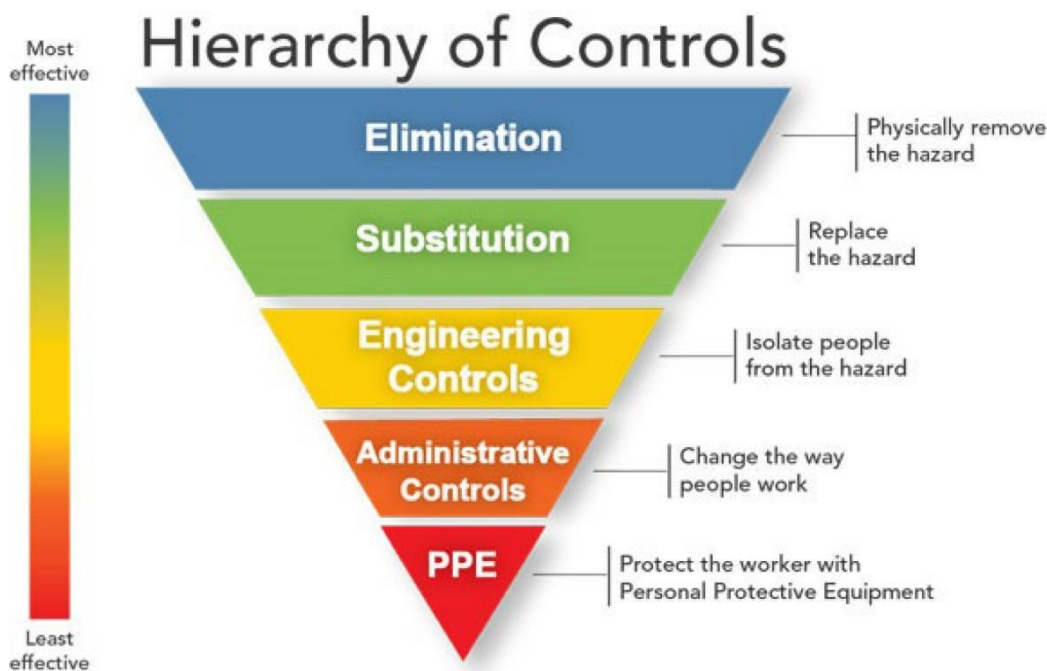


FIGURE 1. Hierarchy of Controls (NIOSH, 2020)

Engineering Controls

Basic Principles for COVID-19 Ventilation in an Industrial Setting

Ventilation, if designed and implemented properly plays a critical role in mitigating disease by reducing droplets and aerosols in air, and subsequent airborne transmission. The two types of ventilation that can impact concentration include general exhaust ventilation (GEV) in the form of dilution ventilation, and local exhaust ventilation (LEV). Dilution ventilation occurs when contaminants of concern within a space are reduced by removing contaminated air and replacing it with clean air. This may be accomplished either by 1) replacing room air parcels with clean ones (plug or laminar flow, 50–150 feet per minute) (see Figures 2 and 3), or 2) diluting existing contaminated air with cleaned, outside air using mixing (see Figure 4). Alternatively, LEV occurs when contaminants generated within a space are captured using exhaust capture devices (e.g., hoods) at or close to the source.

In order to fully understand how a ventilation system is working, an audit should be conducted to determine where and how air enters and exits from the space. Then a general idea about the overall airflow pattern can be estimated. For any air that is being recirculated, such as from LEV or from office spaces, the ability to remove as much of the virus load as possible before reintroducing the air is critical. (See section titled Filtration in this document and ASHRAE 2020 document.)

1. General Exhaust Ventilation

For typical industrial applications, the intent of dilution ventilation is to either replace parcels of contaminated air or dilute those parcels with clean, outside air (or filtered recirculated air) to reduce the contaminant level below some recommended level to avoid worker overexposures and adverse health effects. In the case of Coronavirus-19, where each worker is a potential contaminant source, the airflow pattern is the most critical issue to determine, modify, and control.

Dilution ventilation consists of exhaust fans that pull air through exhaust openings in the workspace and the makeup air and supply fans that replace the air that was removed. The makeup air may come from supply fans or openings in the building envelope such as windows, doors, or vents.

If open doors, windows, or vents are currently the only source of available replacement air, consideration should be given to installation of a ducted, powered air system, with airflow introduced at or near the floor level so the replacement air can move past a worker and up to the exhaust without passing other workers (combined with social distancing practice). If there is an existing supply air system, consider modifying the system to duct and deliver the air at or near floor level. Figure 2 illustrates an example of an appropriate supply/exhaust airflow arrangement.

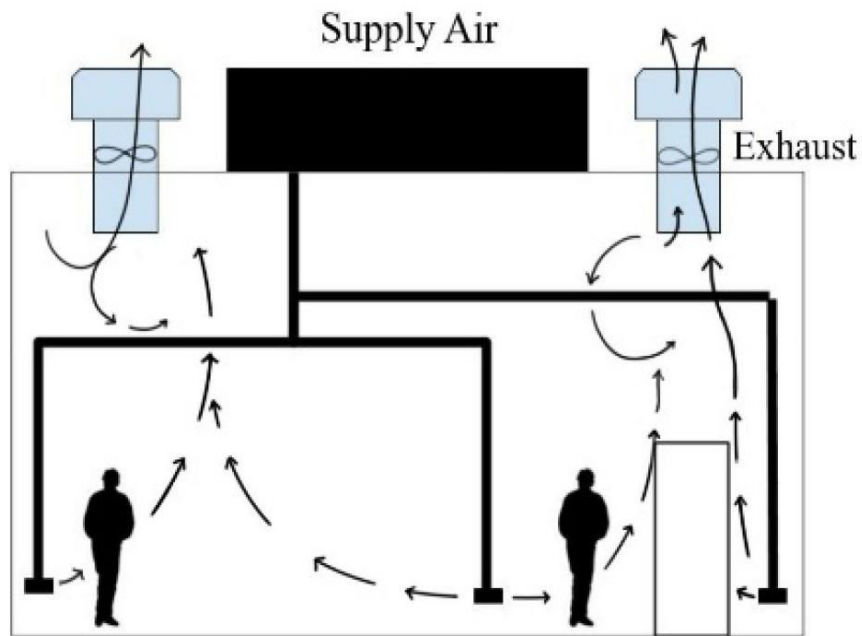


FIGURE 2. Displacement Ventilation

Vertically directed dilution ventilation, taking advantage of thermal displacement (warmer air at the breathing zone rising up toward the exhaust source) should effectively reduce risk of worker exposure to potentially infectious aerosols exhaled or generated by other workers. To understand thermal rise for a human being, consider the fact that the air expelled from human lungs is significantly lighter and more buoyant than most air because of its inherent relative humidity and human body warmth (see Figure 3). In general, replacing air at low velocities is preferable to mixing air with high velocities when a high toxicity contaminant is present. In certain applications, turbulent mixing may increase the potential for employee exposure.

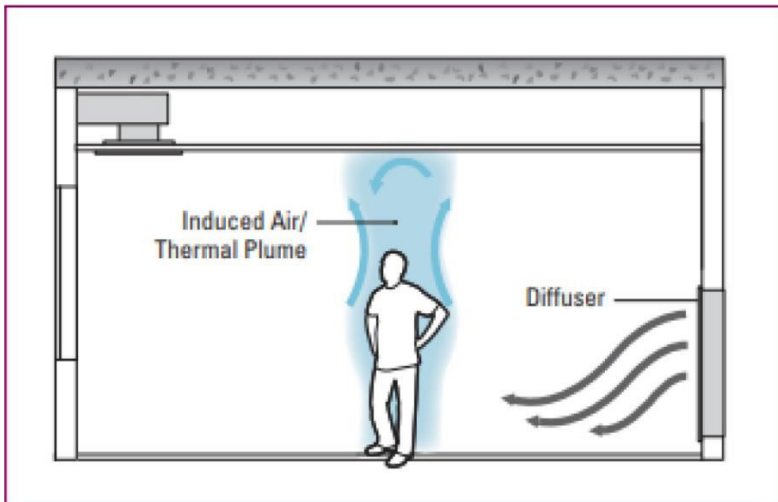


FIGURE 3. Thermal Plume in Displacement Ventilation (Courtesy of Price Industries)

2. Local Exhaust Ventilation

LEV utilizes dedicated exhaust fans and ducts to capture contaminants at their source, keeping them from creating potential exposures. See Chapters 5, 6, and 7 in *Industrial Ventilation: A Manual of Recommended Practice for Design*, 30th Edition (the “Design Manual”) (American Conference of Governmental Industrial Hygienists, 2019). Examples of LEV in industrial settings include fixed or portable snorkels for capturing welding fumes or downdraft tables for capturing grinding particles in metal working applications. See VS-80-01 and VS-90-02 in the Design Manual (American Conference of Governmental Industrial Hygienists, 2019). LEV offers the advantage of much lower airflows and lower volume of make-up air. The major disadvantage of LEV is that the capture point is fixed and not always located at the point of contaminant generation (in the case of Coronavirus-19, the worker’s face). To protect the worker from workplace contaminants, the worker should be located upstream of the contaminant when possible, not positioned downstream of another potentially infectious worker.

3. Fans

Large ceiling fans will cause downflow of air around workers and potentially return buoyant viral particles back towards worker breathing zones. Taking the large ceiling fans offline during a pandemic should be considered. Ideally, air replacement at or near the floor in the building with roof exhaust is preferred to promote displacement ventilation and establish the optimal direction of airflow. However, where displacement ventilation cannot be established, mixing air using ceiling fans with dilution ventilation may be the only practical alternative (Figure 4).

Personal cooling fans are another source of air movement. Without the benefit of perspiration/evaporative cooling, many industrial workers could suffer harm from heat-stress related illnesses. Therefore, personal cooling fans should **NOT** be removed in industrial settings without regard for worker health. By ensuring that the air source moved by the cooling

fan is originating from a cleaner area and not near another worker, these fans can provide safe cooling airflow. It is important to make sure that a fan does not blow air from one worker to another. The preferred airflow arrangement is vertical displacement with supply coming in above the floor baseboard level and being exhausted at or near the ceiling.

A study from a recent COVID-19 outbreak in a restaurant (Jianyun Lu, 2020) indicates that a high-velocity HVAC air current induced a countercurrent flow vector that appears to have effectively spread the virus to a number of other patrons who were in or very near the airflow pattern but still proximate to the primary infectious individual. Ventilation practitioners should keep in mind the potential for eddy currents and other airflow disturbances to avoid virus transmission.

4. Filtration

Filtration at the appropriate level may be capable of conditioning air to a contaminant level that is equal to or reasonably as clean as outside or “fresh” air. Replacing air is important, measured as air changes per hour (ACH) or the total air delivered to a space per hour divided by the volume of the space. Both mixing ventilation (turbulent flow) and displacement ventilation (streamline or plug flow) have application in dilution ventilation schemes as the application demands. See Figure 4 for both of these concepts. [The white box shown in the corner is a low-velocity non-turbulent supply diffuser.]

$$\text{ACH} = \text{CADR (ACFM)} \times 60 \text{ (min/hr)} / \text{room volume (cu ft)}$$

$$\text{CADR} = \text{airflow rate (ACFM)} \times \text{removal efficiency}$$

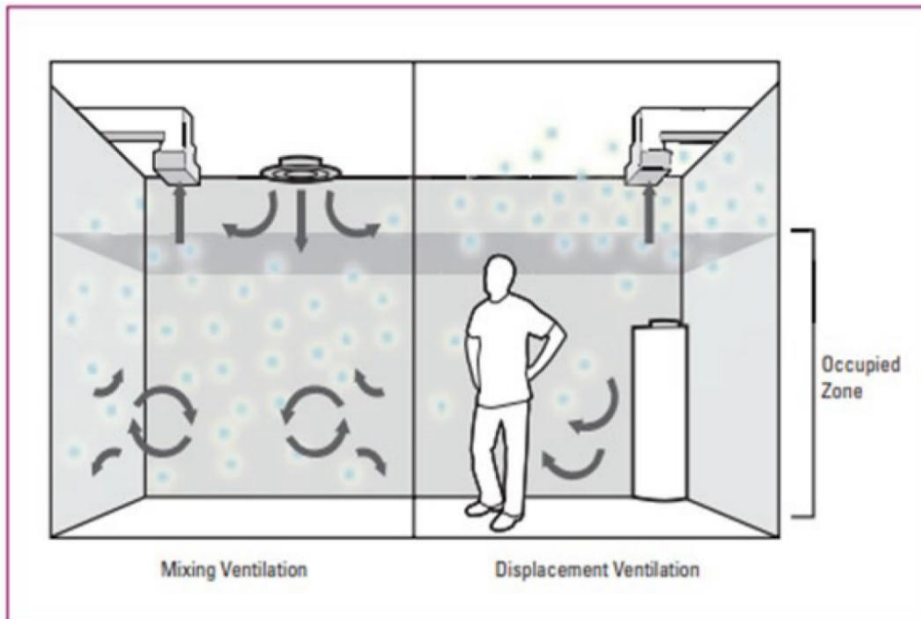


FIGURE 4. Mixing vs. Displacement Ventilation

Filtration of 99+% of particles requires high efficiency particulate air (filtration, HEPA) (ASHRAE MERV 17; MERV—Minimum Efficiency Reporting Value) or greater efficiencies, and existing make-up air and recirculating systems are not typically capable of handling true HEPA filtration due to the high pressure drop and size constraints of this type of filter. However, a recent ASHRAE study shows that *electret (electrostatic charged)* MERV 13 or 14 filters are capable of high filtration efficiencies on viral particles (89%–97%) with filter sizes similar to existing MERV 5–8 “throwaway” filters commonly used in HVAC applications (Zhang et al., 2020). Figure 5 shows the efficiencies of various MERV rated filters. The blue shaded areas indicate the size of particles created by humans while breathing normally (light blue), and with other respiratory activities (dark blue) (Parienta et al., 2011).

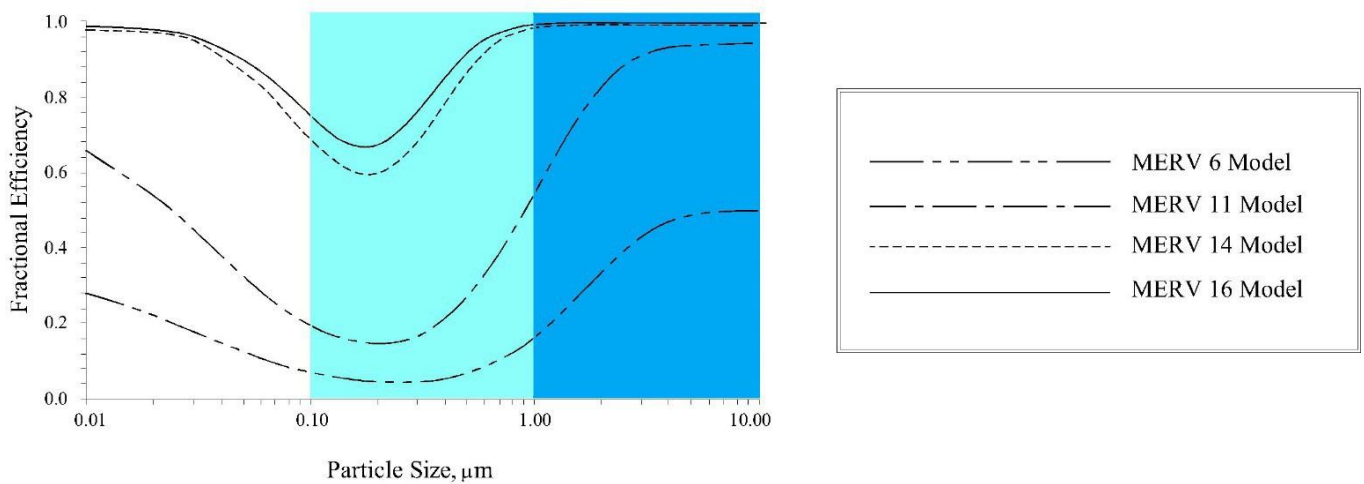


FIGURE 5. Filtration Efficiency at Different Particle Sizes for Different MERV Efficiencies (Figure adapted from ACGIH® 2019)

In addition, it should be known that air filtered through conventional fabric filter (baghouses, etc.) and electrostatic precipitators are capable of similar efficiencies and specifically that a “seasoned” fabric filter typically exhibits a similar efficiency to HEPA filtration. These dust collector style filters will also reduce the risk of Coronavirus-19 distribution and transmission as long as the air is reintroduced to the plant in a non-turbulent fashion and in a manner that establishes the preferred airflow direction (see Chapter 8 of the Design Manual)

Portable HEPA filtration units could be useful if placed in close proximity to workers who remain in place during their working day. These units have a limited area of influence and many units do not meet their stated efficiency, particularly the electrostatic units. These portable units should be considered carefully before purchase and use. Existing portable HEPA filtration should not be turned off, but one should consider the potential for exposure of

downstream individuals if an infected worker is located between the unit and other individuals in the same room.

Employers should investigate the use of improved filtering systems that may be available and either compatible or potentially fitted to their existing air handling systems. Good examples of this are 'electret' filters and electrostatic precipitators (ESPs). Both of these filtration technologies are robust, have been used effectively for many years, and remove fine and ultrafine particles with predictable success. Placed in series within an air handling system, they could be effective in the capture and reduction of Coronavirus-19 in air. Seek professional design help before modifying any air handling system.

Paint-spray and other large exhaust booths are useful in reducing Coronavirus-19 exposure risks because they require the facility ventilation system to supply large amounts of outdoor (replacement) air. In addition, workers stationed in the booth have a low risk of Coronavirus-19 exposure due to the high air volume turnover rates.

Local exhaust hoods are typically not effective in capturing particles at more than one hood diameter away from the hood inlet. At three times the hood diameter, aerosols are significantly more influenced by room currents than by the LEV (see Chapter 6, Hood Design, of the Design Manual). This does **NOT** mean that LEV systems should be turned off during a viral pandemic. In fact, they are an important source of reducing local airborne virus concentrations. LEV systems evacuate air from the space creating a negative pressure gradient therefore encouraging air at higher pressure (outside the building) to infiltrate in an attempt to balance the pressure difference between inside and outside. Permit LEV systems to operate continuously while workers are present. In a general sense, LEV systems are designed to replace exhausted air with makeup air unless it is a recirculated system. As usual, maintain makeup air systems to reduce air sweeping into the workspace through open doorways and windows.

All established LEV systems should continue to be used for existing workplace hazards. The presence of a new hazard – infectious aerosols – does not negate or change the ongoing need for continued protection of workers from all other hazards. As with any new hazard, assessment of exposures and selection of controls must be done in the context of all hazards. Allow the GEV and LEV systems to operate continuously or long enough to allow for several complete air changes following the departure of all building occupants. If the system is shut down or set back overnight (i.e., between work shifts), return to full operating conditions prior to occupant return. Permit LEV systems to operate continuously. If variable air volume laboratory hoods are present, leave the hood sash in the up position to allow for maximum airflow and maximum air volume to be exhausted when not in use by workers.

If an industrial site has an HVAC system for the purposes of general dilution and comfort control, it may be appropriate to:

- Increase the amount of outdoor air supplied by the system to the maximum capacity permitted by the system. Additional considerations include climate and local air quality (e.g., humidity).
- If air is recirculated, a MERV 13 or better filter is recommended to improve the capture of infectious aerosols.

- Consult with a ventilation system engineer to ensure that the system is operating correctly, is well-maintained and can accommodate the added pressure drop caused by a MERV 13 or better filter.
- Depending on the actual air exchange rate and number of occupants, it may be appropriate to operate the HVAC system for an extended period of time after all occupants have departed, to ensure adequate clearance of infectious particles.

In restrooms, the following practices are recommended:

- Restroom fans should be operated continuously and should exhaust directly outdoors.
- To minimize aerosolization of infectious particles not removed by handwashing, disposable paper towels should be used for hand drying, rather than air dryers.

3. Room/Building Pressurization

An additional ventilation control technique is room pressurization. By adjusting the volumes of air entering and leaving a particular space, that space can be balanced to become positively, negatively, or neutrally pressurized. Slightly positively pressurized spaces tend to keep air from coming in from outside to control contaminants from the adjoining space. Negatively pressurized spaces tend to limit the escape of contaminants generated within the space such as with airborne infection isolation rooms and autopsy rooms. These required conditions may have application to the ventilation schemes addressed above and should be considered. It is recommended that the ventilation professional at industrial facilities consider positive or negative room pressurization to potentially control the spread of COVID-19 in their facilities.

Additionally, an entire facility or large workspace can be positively pressurized, thereby eliminating indraft currents that may cause unpredicted airflow from one employee towards another. Bringing a facility under positive pressure (vs. atmospheric pressure) causes the area to have a mixing factor (m_i or K factor) of 1. This technique is discussed in Chapter 11, Supply Air Systems, of the Design Manual. Consult local codes for compliance.

4. Ultraviolet Germicidal Irradiation

Ultraviolet germicidal irradiation (UVGI) has been used for supplemental engineering control (ventilation being the primary control technique) of airborne microbial contamination in indoor spaces. It has been most commonly used in homeless shelters and hospitals. UVGI systems have been applied for disinfection and inactivation of fungal and bacterial microorganisms for sixty (60) years or more; they have been examined in remote applications including in ducts, inside filter banks, and also in point-of-use and upper room (ceiling return) applications. UVGI has been determined to provide a viable, supplemental control technology for Coronavirus-19 applications. However, a thorough treatment of this topic is beyond the scope of this paper; additional information can be found in ASHRAE, 2019. Note: The use of UVGI at typical wavelengths (i.e., ~254 nm, UVC) requires protection from the light emitted from the UV source for employees, maintenance personnel, and other room occupants, as UV exposure is harmful to human skin and eyes at relatively low source power.

Before World War II, much research was conducted on the germ-destroying ability of UV light, which later diminished with the advent of antibiotics. Recently, however, due to the pandemic a resurgence of interest in the use of UVGI has brought this technology back as a valid viral inactivation treatment for large amounts of air that may be readily applied to the manufacturing workplace. One must do the research to determine whether the UVGI vendor truly understands the application and requirements for effective virus inactivation. UVGI effectiveness requires addressing the ability of the system design to meet the specific conditions while considering the light wavelength, the contact time and the distance from the source (intensity), which are the primary criteria for effective disinfection by UVGI.

Administrative Controls

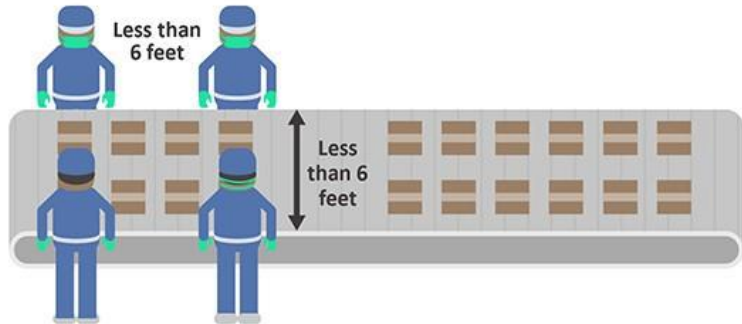
Administrative controls are ways of changing how employees conduct their job that will tend to limit their risk of exposure to hazards. Some administrative controls may reduce the potential for worker exposure to infectious aerosols. A number of these are mentioned below.

- Inform all employees about the hazards and symptoms of COVID-19. Tell them to stay home or to leave work if they feel sick.
- Provide a station to screen employees entering the building using a standard questionnaire and non-contact temperature measurement device.
- Provide training for all employees about rules for social distancing, sanitation, handwashing, and sick leave policies. Have a plan to separate sick employees if someone fails the health check or becomes ill during the workday.
- Develop enhanced cleaning and sanitation plans for the entire facility. Use EPA-registered disinfectants that are effective against Coronavirus-19. A link to this list may be found [here](#) (EPA, 2020).
- Remind employees to stay six (6) feet apart with signage and by placing marks on the floor or using stanchions. Workers should be reminded about maintaining social distancing during breaks, in restrooms, and when entering and leaving the facility.
- Supply additional handwashing stations to facilitate regular handwashing. No touch hand sanitizer dispensers should also be supplied for times when workers cannot wash their hands with soap and water.
- Remind employees to cover their coughs and sneezes with their elbow or a tissue. Dispose of the tissue and wash hands afterward. This can be accomplished with signage.
- Arrange workstations to allow for adequate physical distancing – at least six (6) feet – between workers. This may require rerouting aisles to keep workers from passing too close to one another. One-way (i.e., unidirectional) aisles are another way to avoid workers coming into close contact with one another (Figure 6).
- Supply paper towels, tissues, and no touch waste receptacles.

How to Align Manufacturing Workstations, If Feasible

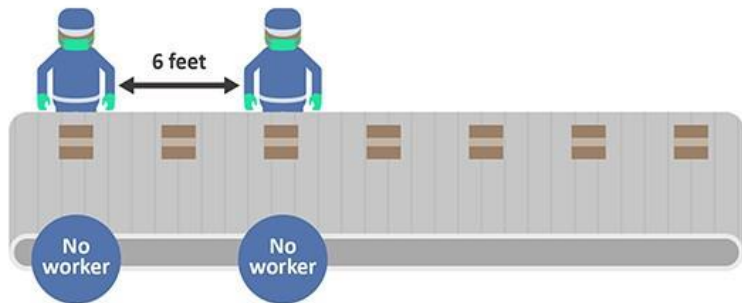
Bad:

Workers are within six feet of one another, including at side-by-side or facing workstations.



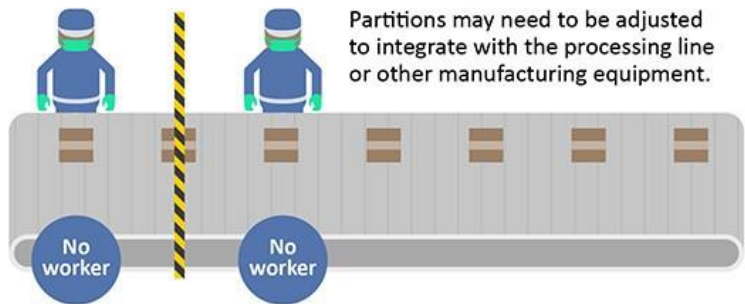
Good:

Workers are spaced at least six feet apart, not facing one another. Another setup may be used to achieve similar distancing between workers.



Good:

Physical barriers, such as partitions, separate workers from each other.



Good:

Physical barriers, such as partitions, separate workers from each other, including where workers need to perform tasks in tandem across from one another.

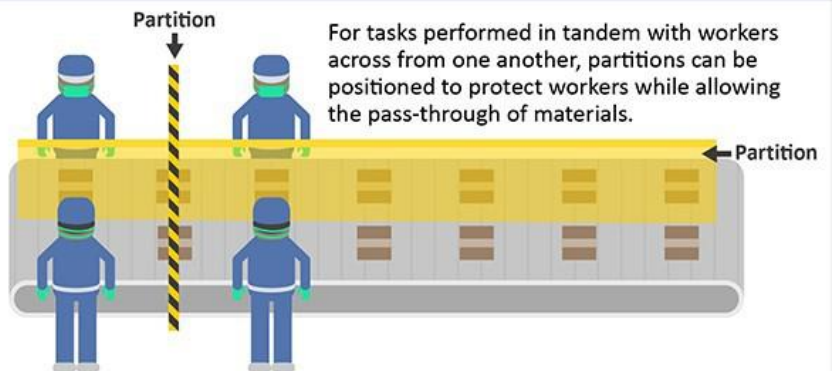


FIGURE 6. How to Align Manufacturing Workers (CDCc, 2020)

Personal Protective Equipment

PPE, particularly respiratory protective equipment (RPE), is usually the least favorable choice in the Hierarchy of Controls strategy. However, due to the uncertainties associated with COVID-19 transmission and the unknown infectious dose, most localities are requiring that individuals wear cloth face coverings or a form of respiratory protection. A cloth face covering helps protect others from respiratory droplets, but it does NOT protect the person wearing it or others from smaller particles. If everyone in the workplace wears a cloth face covering, it is expected that the risk of exposure to Coronavirus-19 will be decreased by limiting droplet exposure. It is important to recognize that only NIOSH-certified respirators are true RPE that provide reliable protection for the wearer. Surgical and similar procedural masks (including cloth face coverings) are primarily for protecting others from contaminants exhaled or generated by the wearer. To protect the wearer from Coronavirus-19 exposure, current guidelines indicate that a NIOSH-certified N95 filtering facepiece respirator affords the minimum recommended protection. Such a respirator must be properly fitted and used on a clean shaven face. In locations such as meat packing facilities, where employees actively work within 6 feet of each other, engineering controls (such as ventilation and barriers, see Figure 6) alone should NOT be relied upon to provide the protection needed for continued worker health. PPE such as respirators may be required for control of potential exposure to Coronavirus-19 during this type of work.

CDC [recommends](#) wearing cloth face coverings as a protective measure in addition to social distancing (i.e., staying at least 6 feet away from others). Cloth face coverings may be especially important when social distancing is not possible or feasible based on working conditions. Cloth face coverings are not PPE or RPE. They are not appropriate substitutes for PPE such as respirators (like N95 respirators) or medical facemasks (like surgical masks) in workplaces where respirators or facemasks are recommended or required to protect the wearer (OSHA, 2011).

A cloth face covering may reduce the amount of large respiratory droplets that a person spreads when talking, sneezing, or coughing. Cloth face coverings may prevent people who do not know they have been infected with the Coronavirus-19 virus from spreading it to others. Cloth face coverings are intended to protect other people—not the wearer (CDCc, 2020). Employers who determine that cloth face coverings should be worn in the workplace, including to comply with state or local requirements for their use, should ensure the cloth face coverings are worn [appropriately](#) (CDCe, 2020)

Important Suggested Measures

- Increase the outdoor air supply to 100%, if possible, or to the maximum allowed by the capabilities of the ventilation system. Some additional considerations include the climate, air pollution, and system capacity, and making sure the outdoor air intakes are clear and not drawing air from a parking lot, traffic side of building, or near smoking areas or loading docks. Make sure the ventilation system is performing as designed and has been properly maintained per ASHRAE 62.1.
- Maintain between 6 and 12 ACH, which will provide greater than 99% purge in 30–60 minutes (CDCd, 2019).
- Increase the filtration efficiency of the system to MERV 13 or as high as the filter racks and fan pressure drop will allow. System designers should attempt to accommodate Tier 1 MERV filters (MERV 13 and 14) in their current and future designs, as applicable, to ensure best airflow through the system with equipment that can withstand the added pressure drop.
- Provide additional dilution ventilation to disperse small airborne particles. Dilution ventilation should be introduced into the facility at low velocities at floor level whenever possible, with directed flow toward exhaust fans above, and spread over large areas.
- Allow the ventilation system to operate continuously if the building is occupied or long enough to allow for several complete air changes following the departure of all building occupants. If the system is shut down or set back overnight, return to full operating conditions prior to occupant return.
- Make sure restroom fans operate continuously and are exhausted directly outdoors with exhausts away from facility ventilation supply intakes. Temporarily disable or discontinue use of hand dryers in restrooms and replace with disposable paper towels.
- Allow LEV systems to operate continuously while attended. If variable air volume laboratory hoods are present, leave the hood sash in the up position to allow maximum airflow and maximum air volume to be exhausted when not in use.
- General airflow direction should be from cleaner air to less clean air, and processes and workers should be placed on the cleaner side of the airflow pattern within this general airflow pattern to reduce their exposures. Avoid having personal or pedestal fans blow from one person to another. Remember they will blow 30–40 times the fan diameter very effectively.
- Typically, more outdoor air is better. However, high velocity currents passing through open doorways or from a pedestal fan can project viruses hundreds of feet in rapid fashion (although some dilution will also occur). Where inflow occurs at high velocity near workers, attempt to diffuse large air currents by directing or blocking the flow stream to avoid moving the air from person to person. Expanded metal and perforated or unperforated screens are very effective to diffuse large air masses at high velocity.

Useful Resources for COVID-19 Related Information

CDC (Centers for Disease Control and Prevention). Coronavirus (COVID-19) ([cdc.gov/coronavirus/2019-nCoV](https://www.cdc.gov/coronavirus/2019-nCoV))

Businesses and Workplaces (<https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/businesses-employers.html>)

Cleaning and Disinfecting (<https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html>)

Guidance for Reopening Buildings after Prolonged Shutdown or Reduced Operation (<https://www.cdc.gov/coronavirus/2019-ncov/php/building-water-system.html>)

Worker Safety and Support (<https://www.cdc.gov/coronavirus/2019-ncov/community/worker-safety-support/index.html>)

OSHA (Occupational Safety and Health Administration). COVID-19. ([osha.gov/SLTC/covid-19](https://www.osha.gov/SLTC/covid-19))

National Safety Council. Guidance for Employers: COVID-19 and the Workplace. (<https://www.nsc.org/work-safety/safety-topics/coronavirus>)

EPA (Environmental Protection Agency). Coronavirus (COVID-19). ([epa.gov/coronavirus](https://www.epa.gov/coronavirus))

AIHA (American Industrial Hygiene Association). Coronavirus Outbreak Resource Center. ([aiha.org/public-resources/consumer-resources/coronavirus_outbreak_resources](https://www.aiha.org/public-resources/consumer-resources/coronavirus_outbreak_resources))

National Association of Manufacturers. Covid-19 Resources ([nam.org/coronavirus](https://www.nam.org/coronavirus))

ACGIH. [Industrial Ventilation: A Manual of Recommended Practice for Design, 30th Edition](#)

ACGIH. [Bioaerosols: Assessment and Control](#)

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September 2, 2020

To: Mayor Bill de Blasio
Chancellor Richard Carranza
Governor Andrew Cuomo
Public Advocate Jumaane Williams
City Council Education Chair Mark Treyger
Council Member Justin Brannan
UFT President Michael Mulgrew

From: the majority of teachers and staff at The High School of Telecommunication Arts and Technology

We, the undersigned, are proud teachers, guidance counselors, and staff members from the High School of Telecommunication Arts and Technology in Bay Ridge, Brooklyn. Many of us are also former students from our school, or parents with children who have either attended our school or have children currently attending NYC Public Schools. We are a family, and like all families, we are fiercely protective of our own. Our students are also part of our family, and we do not believe we can keep them safe. Therefore, it is with great urgency that we ask you to listen to educators and parents and stop the unsafe reopening of schools. Although we originally drafted this letter before an agreement was made to briefly delay school reopening, we do not believe that the safeguards promised by the city have been implemented so that we can adequately ensure the health and safety of those in our community.

Our school is housed in a beautiful, gothic-style building built at the turn of the 20th century. With this history comes chronic problems with ventilation from malfunctioning to non-existent HVAC systems to leaks and mold, to more modern rooms completely devoid of windows.

We love our students and everyone in our school community and we would like to do nothing more than to prepare for the first day of school as we have for so many years. This year, however, the chronic problems are no longer annoyances but matters of life and death.

Given the stark reality of our ongoing battle with COVID-19, we are also gravely concerned about the following:

- the lack of mandatory and rapid testing for teachers and students before they enter school buildings. We believe that it is both inequitable and dangerous to not require mandatory testing before teachers and students enter buildings.
- the chronic and unaddressed ventilation problems in our school
- the alarming spikes in COVID-19 infections in Sunset Park at 7%, far above the 3% threshold as determined by the city

- the lack of additional custodial staff required to effectively clean our school
- the warnings of health care professionals, including the NY State Nurse's Association
- the inequitable and rushed decision to allow schools to utilize outside space with no additional funding

With these unfortunate realities, we do not believe we can open our school safely. Although we all understand that remote learning came with its own challenges, we believe that our school community, with time and support, can come together and successfully implement a robust, culturally responsive, trauma-informed remote model and do what we do best: teach our students.

The health and safety of our students and their families and the health and safety of our staff is our highest priority. We are not confident that we can effectively teach and keep our students and their families safe. We believe that this is a public health crisis that should be effectively managed by healthcare professionals and infectious disease specialists. The onus should not be on individual schools to carry out plans that lack clear direction. We are also well-aware of the challenges that working families face in this city. Many of our teachers were former students, born and raised by working families in Brooklyn. We have seen first hand how this virus has devastated and disproportionately impacted BIPOC and low-income communities. Our students and their families deserve safe, equitable schools. Your plan does not provide that. We urge you to listen to teachers, principals, parents, students, nurses, school aides, custodians, and cafeteria workers and delay the unsafe reopening of school buildings by adopting a fully-remote model to begin the 2020-2021 school year.

Thank you for your time and consideration to this urgent matter.

Respectfully,

The majority of teachers and staff at the H.S. of Telecommunication Arts and Technology
350 67th Street
Brooklyn, New York
11220

1. Susan Justice, Teacher and UFT Chapter Leader
2. Juan Sosa, Teacher and UFT Delegate
3. Kim Montague, Teacher
4. Graciela Murray, Teacher
5. Stacy Dumaresq, Teacher
6. Erin Sperling, Teacher
7. Yvonne Mayo, Guidance Counselor
8. Marco Lipari, Teacher
9. Shannon McArdle, Teacher

10. Charlie Fonts, Teacher
11. Danica Britton, Teacher
12. Desrene Channer, Teacher
13. Kate Eddon, Teacher
14. Nia Gibson, Teacher
15. Maya Siregar, Guidance Counselor
16. Teresa Mastroguilio, Teacher
17. Virginia Farrar Cooper, Teacher
18. Stephanie Bohbot, Teacher
19. Kara Sce, Teacher
20. Dan Rader, Teacher
21. Dan Shapiro, Teacher
22. Anne Louros, Secretary
23. Elyssa Ratner, Teacher
24. Samantha Garcia-Sherpa, Teacher
25. Johnson Tan, Teacher
26. Jessica Pan, Teacher
27. Liv Roach, Teacher
28. Griselda Rodriguez, Guidance Counselor
29. Diane DeBernardo, Teacher
30. William Daniel, Librarian
31. Georgeanne Karvunis, Teacher
32. Claire Kissinger, Teacher
33. Trisha Mathieson, Teacher
34. Alexandra Sharifi, Teacher
35. Maria Sebastian, Teacher
36. Evelyn Cameo, Teacher
37. Lisa Baerga, Teacher
38. Denise Basso, Teacher
39. Lauren Johnson, Teacher
40. Michael Maslankowski, Teacher
41. Barbara Spanos, Teacher
42. Adriane Musacchio, Teacher
43. Matthew O'Malley, Teacher
44. Maria Giambanco, Teacher
45. Brittany Beck, Teacher
46. Ying Pang Wong, Teacher
47. Brian Varano, Teacher
48. Sara Elman, Teacher
49. Molly Auerbach, Teacher
50. Myrna Gomez, Social Worker
51. Yassine Mouaddab, Teacher
52. Nicole Verteramo, Teacher

53. Kinza Bukhari, Teacher
54. Pedro Lopez, Teacher
55. Melissa Murphy, Teacher
56. Emily Plumb, Teacher
57. Heath Kirkendoll, Teacher
58. Adam Esrig, Teacher
59. Katie Worsdale, Teacher
60. Rae-Ellen Donofrio, Teacher
61. Jason Rubin, Teacher
62. Johanna Vazquez-Sharman, Teacher
63. Cecilia Sanchez, Secretary
64. Veronica Giurdanella, Teacher
65. Trevor Sherman, Teacher
66. Laura Torres, Teacher
67. Matthew Raphaelson, Teacher
68. Christina O'Connor, Secretary
69. Jessica Battaglia, Teacher
70. Kathy Carioti, Secretary
71. Ina Caruso, Teacher
72. Josh Michely, Teacher
73. Batel Simchi, Speech

To whom it may concern i am a parent who is for in-Person learning. One reason is children need that focus learning. Two these teachers be putting up work that kids have to learn on they own or not putting work up at all. They post up YouTube videos for kids to watch. Some of these kids parents do not have a degree nor a high school diploma. If these teachers can participate in gatherings, parties events amusement parks dining's they can go back to work. The remote learning do not be working all the time. It have glitches. When the children are in school learning they are focus and observing the teacher. While the kids at home remote learning they are not focusing they are not online like they suppose to. They are busy doing other activities. These teachers want to protest they can be in school teaching the kids . Fire the teachers who do not want to come back to school. Some kids look forward to the school meals, and some who have parents neglecting them at home so the come to school where they feel safe. I am a parent who is for all in person learning . I do not agree with remote learning.

Kayla mcneil

August 29, 2020

Council members,

Thank you for considering my testimony for the hearing about reopening New York City Public Schools. I teach kindergarten and first grade at a public school in East Harlem. Please follow a phased-in reopening plan, similar to the one that the Boston Public Schools will be following. Teachers can begin work on September 8th and teach remotely until September 21, when the city would begin having certain groups of students begin in-person school in a blended model. Students with the greatest need for in-person school (such as young children and students with special needs) could start in-person school first, and soon after, we could admit other children.

A phased-in reopening plan would give teachers and staff time to learn safety procedures. It would allow time for the city to make sure that all the buildings have adequate ventilation, working sinks for handwashing, and markers to encourage social-distancing in the building, among other aspects of a safe, in-person reopening. A phased-in reopening also would allow schools time to help families secure technology, as well as practice logging into and using various online learning platforms. The majority of instruction will be remote, according to the Chancellor, so it would be helpful to establish a strong remote curriculum first and then gradually begin in-person learning.

It's much better to start off slowly and carefully so that we can be more likely to remain in school, in person. As we have seen in news reports of reopening plans in other regions, a rushed reopening plan is more likely to fail, lead to virus outbreaks, and require us to return to all-remote school.

I am eager to return to in-person school and serve my students and their families. Please create a reopening plan that is careful and considerate of everyone's health and more likely to be successful in the long run.

Kerry Elson

September 1st, 2020

Dear City Council Chair Mark Treyger, Public Advocate Jumaane Williams,
and members of this education committee,

I am a public school teacher in Brooklyn, district 15. I have many concerns and worries about going back to school. My main one, though, is about the instructional lunch that the DOE has decided must happen. Students in a classroom will take off their masks, eat during an instructional activity while teachers, like myself, stand in the back of the room with a mask on horrified that we may contract Covid-19. Teachers at my school proposed that students be offered a grab and go lunch and be dismissed early. Due to the mandatory daily minutes of instruction, this was not an option that the DOE could approve.

If you have other solutions to this lunch issue, please let me know. The DOE has said our students cannot eat outside, as they usually do, even though we are allowed to teach outside.

I am glad the DOE agreed to push back the start of school, but I do not think it was enough. I believe we'd all be safer if we started the school year remote. I am fearful that layoffs would occur if this were the case, even though in the spring it seemed like we needed more staff to successfully educate via remote learning, not less.

Thank you for this wonderful hearing. I attended most of it, and was impressed at the variety of things people shared. I also read an article a few days ago that one school, and maybe all elementary schools, were telling students they could take three mask breaks a day. This is ridiculous and unsafe until we have a vaccine. My cousin who is a medical professional says she knows a number of nurses who have asthma and wear a mask for a twelve hour shift without having breathing issues. If elementary students have issues with their mask perhaps they need one with a different material (paper versus fabric).

I look forward to training on remote teaching websites, apps, etc. and preparing for what will most likely be another shut down. I miss in person instruction and my students but think that it's safest to begin the year in remote teaching.

Thanks so much for your continued efforts to keep students, teachers, and DOE families safe.
Thanks for your time.

Sincerely,

Heather Adams
A teacher at MS 51,
District 15

August 30, 2020

To the City Council of New York,

I am a high school math teacher in the Bronx and have been since February 2013. My school, the Bronx School for Law, Government, and Justice, has been in existence for 20 years. It serves the people of the Bronx from the same city block as the Bronx Hall of Justice. About seven hundred fifty students from grades six through twelve walked through our doors every day before the pandemic hit.

Our school, like many New York City public schools, is based on a small school model. Originally planned to be a high school, LGJ was expanded to be a middle school as well. Many of our middle schoolers come straight to the high school, and as a result we have a strong school culture. Our teachers see students as shy sixth graders grow to become confident seniors who are leaving for college.

A downside of this small school model, however, is that every teacher teaches about one class. We have very little overlap between classes, and often teachers have two different courses in which they are the only teacher. Our school has one sixth grade math teacher, one seventh grade math teacher, one eighth grade math teacher, one algebra 1 teacher, one geometry teacher, one algebra 2 teacher (who will also teach pre-calculus), and one statistics teacher (who will also teach AP statistics). This upcoming school year I am scheduled to be the algebra 2 and pre-calculus teacher. I will be teaching 3 classes of algebra 2 and 2 classes of pre-calculus.

And I will be the only teacher doing so, and will be in charge of remote and in-person for both courses.

Despite the plans put out by the Department of Education, in which it is recommended that schools split remote and in-class instruction between two teachers, as not to overwhelm staff, my school has no choice. We do not have enough staff to do otherwise. And this is not just limited to the math department. For all seven grades being served by my school, we generally only have one general education teacher per subject per grade.

I would imagine it's similar for many of my colleagues across the city. We don't have the resources of a larger school, where possible two teachers work on the same course; maybe even three. I wouldn't know, as this and my previous school, which I left in 2015, followed the same small school model. In larger schools the Department of Education's hybrid learning plan makes sense. Staff can easily divide their roles between in-person learning and remote learning. Two or three teachers can come together, address which sections of the curriculum will be in person and which will be remote, and then proceed at pace. In my school the reality of the situation means that every teacher could be working with a full in-person class load, and a full remote class load.

And this is by no means the exception to the rule. For the past two decades the Department of Education has divided large campuses into smaller schools. It is not unusual for two or three distinct schools to exist in the same building. Sometimes even four, as in the case of 411 Pearl Street, a twelve minute walk from the City Council. The building houses the Urban Assembly School for Emergency Management, the Manhattan Early College School for Advertising, Urban Assembly Maker Academy, and the Murry Bergtraum High School for Business Careers. And each of those schools faces the same dilemma, of not enough staff to use the hybrid learning plan put forth by the Department of Education. Teachers will work a full day, and then go home and still be expected to deliver instruction. There will be

no time during the school day to provide any reasonable instruction for however many students are remote. There will be large inequity for these students, who are remote only because their family is concerned for their well-being during a pandemic.

As for anyone who says teachers can broadcast our lessons as we teach them in class, to serve in-person and remote students simultaneously, how can I teach a class, respond to the questions of the people in front of me, and also be in a zoom call and answer questions in the chat? Especially since the Department of Education's hybrid learning plan allows up to 68 students in a single remote learning class? If I want to answer a single question from all of my students, remote and in-person, in a 49 minute period, I would need to give each student 36 seconds. In those 36 seconds, I would have to listen to the question, give an answer, clarify an answer, and check to make sure I answered the question and the student no longer has difficulties. And this gives no time for a lesson! If I were to give a ten minute lesson and then answer a question from all of my students, would give every student less than half a minute to ask a question and get an answer. Where is the social emotional connection here? Where is the understanding? There is a reason that we have class size limits in place for high school, and that only in college classes are rosters nearing one hundred people. Teenagers do not feel invested or appreciated in such a large crowd.

We can limit this. In a full remote setting, we would have less staffing difficulties and could make all the class sizes reasonable. We would be able to have more time to talk with individual students. We would have more time to teach.

Please keep the schools remote. It is the only way teachers can be expected to do their jobs and do them well.

All the best,
Patrick Jameson Gallagher

Math Teacher at the Bronx School for Law,
Government and Justice



TESTIMONY OF LEGAL SERVICES NYC

City Council's Education Committee

Hearing on Resolution to Delay School Reopening- Res. No. 1410-2020

September 3, 2020

For more than 50 years, **Legal Services NYC (LSNYC)** has provided high-quality, innovative representation to low-income communities throughout New York City. Our mission is to fight poverty and fight for racial, social and economic justice for low-income New Yorkers. Through litigation, advocacy, education and outreach, LSNYC has advanced the interests of our clients and created systemic changes that strengthen and protect low-income communities. We work tirelessly to protect the rights of low-income veterans, immigrants, the LGBT community, people with disabilities and other vulnerable constituents.

On August 31, 2020, Legal Services NYC (including Queens Legal Services, Staten Island Legal Services, Bronx Legal Services, and BLS), The Legal Aid Society, Mobilization for Justice, Brooklyn Defenders, Bronx Defender Services and Advocates for Children sent a letter to the Office of Safety and Youth Development, and copied to Chancellor Carranza, in which we raised the following concerns and recommendations on discipline for the 2020-2021 school year reopening, including a moratorium on suspensions, rethinking the police presence in schools and the role of School Safety Officers, in order to adopt a healing centered, culturally sensitive approach to learning to reduce the trauma and alienation brought on by the pandemic and continued police violence and systemic oppression against people of color.

The undersigned group of education attorneys and advocates serves low-income students throughout New York City. Over the years many of us have collaborated with the New York City Department of Education (“DOE”), including the Office of Student and Youth Development (“OSYD”), to work toward more equitable systems of discipline, safety and development for all students, including children and youth with disabilities and students of color. In March of 2020, we reached out to the DOE to work on minimizing the traumatizing impact of the COVID-19 health pandemic on all New York City public school children, including students then subject to or facing suspension. At that time, we inquired about the operation of the suspension hearing offices during the pandemic, delivery of education for those assigned to or slated to begin alternative education prior to school closure, provision of supportive services, resources and information, and about your willingness to support enhanced mental-health and support services given the unprecedented circumstances. We also made various recommendations with a mind to reducing the traumatizing and alienating effects of the pandemic. These recommendations included: the cessation of suspensions; the provision of behavior supports and interventions in lieu of suspension and discipline during school closure; the withdrawal of all then-pending

suspensions, ongoing education of all students by their home schools during remote instruction and reinstatement of students to their home schools with their peers when traditional, in-person models resume; better systems of communication, including native language interpretation and translation of any notices or other school information relating to remote learning and COVID-19; and provision of enhanced counseling, mental health services and behavioral supports for all students during the pandemic.

We acknowledge the DOE's efforts over the past five months to embrace many of the principles embodied in our earlier letter. No one could have anticipated the magnitude of this national crisis. COVID-19 has taken a heavy toll on all New York City students, but the impact of the virus has unquestionably had a disproportionate impact on people of color, especially Latinx and Black families. The pandemic has also shed further light on systemic and institutional racial inequities.¹ New York City students have had to confront the anxiety and trauma of isolation, hunger, economic insecurity, homelessness, loss of friends and family members. Students have also had to contend with the recent police killings of Breonna Taylor and George Floyd and the violent police responses to protesters across the country. Now more than ever they need inclusive and welcoming learning environments that deemphasize punitive disciplinary practices and emphasize trauma-informed practices.

Based on feedback from the client communities that we serve, meetings and town hall events sponsored by the DOE and other organizations, as well as school models and reform movements across the country, we recommend that the DOE consider the proposals below in preparation for a successful transition back to school.

Withdrawal of Pending Suspensions and Moratorium on New Suspensions and out of School Removals for the 2020-2021 School Year

All students will need additional support to cope with the stress and trauma of COVID-19 and it is imperative that suspended students be permitted to return to their home schools at the same time and with the same support as their peers. Stigmatization and isolation of suspended students, the vast majority of whom have disabilities, are people of color, have suffered adverse childhood experiences (ACEs) even before the pandemic, and otherwise feel marginalized, serves no meaningful purpose. Now more than ever, students need a sense of community and belonging. Further isolation and reliance on disciplinary removal, rather than restorative justice and healing-centered school principles, cannot achieve that goal. As students prepare to resume school in September with remote learning and hybrid models of remote and in-school learning, we anticipate that social distancing rules, mask protocols, in-class lunch, computer platforms and many other changes will contribute to challenging and sometimes emotionally-charged circumstances, which students may find difficult. Accordingly, we have concerns about how potential breaches of social distancing protocols and quickly changing expectations/rules of conduct (in light of the ongoing pandemic) will be dealt with and how this might further impact students.

¹ Gould and Wilson, "Black Workers Face Two of the Most Lethal Preexisting Conditions for Corona Virus – Racism and Economic Inequality," Economic Policy Institute, June 1, 2020, www.epi.org/publication/black-workers-covid/

We ask that, to the maximum extent possible, the DOE refrain from imposing punitive disciplinary measures in virtual learning or any school removal in these circumstances. Students across New York City have already missed out on a substantial amount of valuable classroom and learning time. Participation of all students with their regular classrooms and classmates should be prioritized, whether families opt for remote, in person or hybrid models of teaching. Students should not be disciplined or reprimanded by being forced to participate only by virtual learning, or by being excluded from the virtual or physical classroom. Schools may need to be reminded that Chancellor’s Regulation A-443 prohibits academically penalizing students for disciplinary infractions.

After four months of school closure and distance learning, we have seen that the educational system can operate with few to no long-term suspensions and that when students return to virtual or hybrid models in September, welcoming, culturally-aware, trauma-informed, healing-school environments are crucial to safe and healthy school plans and student success. We ask that the DOE withdraw any currently pending suspensions and consider a moratorium on any new suspensions and out of school removals for the 2020-2021 school year.

Rethinking Police Presence and the Role of School Safety Agents (SSAs) in New York City Public Schools

In addition to health concerns, economic and food insecurity, anxiety, death and other trauma caused and exacerbated by the pandemic, New York City students have also had to cope with increased police violence in the wake of protests around the killing of Breonna Taylor and George Floyd and to grapple with longstanding systems of oppression against people of color. The public outcry across the country has given local governments and school boards pause to rethink the role of police and school safety agents in public schools. In recent months, the Minneapolis public school district ended its partnership with the city’s police department, with Denver public schools and Portland public schools following suit.² We know that discussions have begun about eventually ending longstanding memorandums of understanding (“MOUs”) between the New York City Police Department (“NYPD”) and the DOE and transferring authority over school safety agents (“SSAs”) from the NYPD back to the schools at some point in the future.

While such a move would signal a change in mindset away from the zero-tolerance policies so prevalent under prior leadership and further the OSYD’s expressed commitment to dismantle inequitable structures that promote a school-to-prison pipeline and other harmful outcomes for students of color and those with disabilities,³ a transfer of authority over school safety alone

² M. Balingit, V. Strauss, K. Bellware, “Fueled by protests, school districts across the country cut ties with police,” *Wall Street Journal*, June 12, 2020.

³ We recognize that the most recent MOU between the NYPD and DOE, amended in June of 2019 under the current administration and school leadership, took some meaningful steps to redefine the role of police in schools from the initial MOU of 1998, entered into by Mayor Giuliani, and the MOU entered into by Mayor Bloomberg and then Chancellor Klein in 2003.

cannot be successful. A successful shift would require ongoing, transparent and thoughtful discussions with community members and other stakeholders, an ongoing commitment to eliminate punitive and criminalizing structures, and a plan to replace them with humanitarian and restorative-justice principles that emphasize a whole-school concept of safety and wellbeing. This shift would likely require the eventual removal of all school safety agents or at least a significant shift away from what has become the traditional role of school safety agents in schools and the redeployment of resources to ensure a greater balance of social workers, guidance counselors, mental health providers, teachers, aides, and behavior specialists. We also recommend increased emphasis on community partnerships that help champion arts and music programs⁴ and more culturally-competent academic curriculum, enhanced social-emotional awareness, and better access to training and other resources that support students, their families, and school staff (including non-instructional staff) in order to promote trauma-sensitive, safe and healing-school environments for all students.

Successful school models free of police, including SSAs and school resource officers (SROs), do exist. For example, the Schenectady City School District (SCSD) in New York completely revamped its approach to discipline and safety issues by removing all SROs from its schools, investing in higher numbers of social workers, adopting mindfulness techniques and spaces, hiring community members to provide de-escalation support, establishing a suspension diversion program, connecting students to mental health resources, and adopting trauma-sensitive practices. In the space of only four years, the school district has reported one-third fewer conflicts between students, a reduced dropout rate, and a reduction in the amount of missed instructional time caused by suspensions.⁵ To the extent New York City continues to have a security function in some way in the public schools, DOE should consider redefining the job description, training, and experience of those in that role to encompass more of a confidential peacemaker or mediator function. Any such information obtained from students in that context should not be disclosed or used for purposes of law enforcement.

Adoption of a Whole-School, Healing-Centered, Culturally-Sensitive Approach to Education.

Development of a whole-school approach to education that is healing-centered, trauma-sensitive, and inclusive promotes safety and positive student development. Students suffer when schools lack training and resources for dealing with emotional well being and trauma and instead resort to police involvement, long-term disciplinary removal, emergency medical-services referrals or other punitive measures.⁶ It is estimated that between one half and two thirds of school-aged

⁴ Kisida, D., Bowen, D, New evidence of the benefits of arts education, Brown Center Chalkboard, Brookings Institute, February 2, 2019.

⁵ Matson, Zachary. "Schenectady High Cultural Brokers Help Resolve Disputes." The Daily Gazette. November 28, 2015.; Matson, Zachary. "More Schenectady Families Opt for Diversion Over Discipline." The Daily Gazette. January 1, 2018.

⁶ Russell W. Rumberger & Daniel Losen, The High Cost of Harsh Discipline and Its Disparate Impact (2016); Brea L. Perrya & Edward W. Morrisb, Suspending Progress: Collateral Consequences of Exclusionary Punishment in Public Schools

children in the U.S. are exposed to trauma/adverse childhood experiences (ACEs).⁷ Prior to COVID-19, children in New York City, particularly those in neighborhoods with high rates of poverty and crime, suffered from ACEs at a higher rate than other parts of the country.⁸ Children who have experienced trauma are more likely to be aggressive, defiant, withdrawn, perfectionist, hyperactive, emotional, and impulsive in a classroom environment.⁹ They are also more likely to exhibit these behavioral challenges when faced with a conflict or admonishment that triggers their trauma symptoms.

We cannot avoid the past, but we can attempt to prioritize healing-centered schools with more culturally-responsive sustaining educational environments.¹⁰ In these programs, students learn to respect and honor themselves, their people and their histories and that of others in their community. New York State has created a framework for culturally responsive-sustaining education (CR-S education) upon which New York City schools can build.¹¹ The Bronx Healing-

⁷ V.J. Felitti et al., Relationship of Childhood Abuse and Household Dysfunction to Many of the Leading Causes of Death in Adults: The Adverse Childhood Experiences (ACE) Study 14(4) American Journal of Preventive Medicine 245 (1998); W.E. Copeland, Traumatic Events and Posttraumatic Stress in Childhood 64(5) Archives of General Psychiatry 577 (2017), cited by Maura McInerney & Amy McKlindon, Education Law Center, Unlocking the Door to Learning: Trauma-Informed Classrooms and Transformational Schools, available at: <https://www.elc-pa.org/wpcontent/uploads/2015/06/Trauma-Informed-in-Schools-Classrooms-FINAL-December2014-2.pdf>.

⁸ From 2011-2015, the poverty rate in New York City was 20.6%, compared to a 15.5% across the United States: Maxwell Austen et al., NYU Furman Center, State of New York City's Housing and Neighborhoods in 2016: Focus on Poverty in New York City, http://furmancenter.org/files/sotc/SOC_2016_FOCUS_Poverty_in_NYC.pdf p 3. Notably, some neighborhoods have extremely high poverty rates – in the Bronx, 52.6% of all neighborhoods had a poverty rate above 30%; Council on Children & Families, Adverse Childhood Experiences Among New York's Adults (2010) http://ccf.ny.gov/files/4713/8262/2276/ACE_BriefTwo.pdf.

⁹ Aaron Lawson, Straight Outta Compton: Witness the Strength of Disability Rights Taking One Last Stand for Education Reform, 67 Syracuse L. Rev. 551 (2017), 559

¹⁰ “Culturally Responsive-Sustaining Education is a cultural view of learning and human development in which multiple forms of diversity (e.g., race, social class, gender, language, sexual orientation, nationality, religion, and ability) are recognized, understood, and regarded as indispensable sources of knowledge for rigorous teaching and learning. CRSE uses educational strategies that leverage the various aspects of students’ identities, including the rich cultural, racial, historical, linguistic characteristics of students to provide mirrors that reflect the greatness of who their people are and windows into the world that allow students to connect across cultures.” A Brief Guide to Making Your Schools More Culturally Responsive. NYU Steinhardt. PDF File, 1. <https://static1.squarespace.com/static/5bc5da7c3560c36b7dab1922/t/5e32fa7464c4842a2d764678/1580399221393/Brief+Guide+to+CRE+in+Schools.pdf>.

¹⁰ Culturally Responsive-Sustaining Education Framework. The University of the State of New York. 2018. PDF File, p. 46. <http://www.nysed.gov/common/nysed/files/programs/crs/culturally-responsive-sustaining-educationframework.pdf>. See also, A Brief Guide to Making Your Schools More Culturally Responsive. NYU Steinhardt. PDF File, 1. <https://static1.squarespace.com/static/5bc5da7c3560c36b7dab1922/t/5e32fa7464c4842a2d764678/1580399221>

¹¹ Culturally Responsive-Sustaining Education Framework. The University of the State of New York. 2018. PDF File, p. 46. <http://www.nysed.gov/common/nysed/files/programs/crs/culturally-responsive-sustaining-educationframework.pdf>. See also, A Brief Guide to Making Your Schools More Culturally Responsive. NYU Steinhardt. PDF File, 1. <https://static1.squarespace.com/static/5bc5da7c3560c36b7dab1922/t/5e32fa7464c4842a2d764678/1580399221393/Brief+Guide+to+CRE+in+Schools.pdf>.

Centered Workgroup, made up of a coalition of Bronx students, parents, mental health providers, and advocates, has provided a complementary framework by creating a Roadmap to build healing-centered schools in the Bronx and beyond.¹² The Roadmap recommends the principles of culturally-responsive, trauma-sensitive, restorative-justice minded, equitable approaches to behavior and discipline.

We embrace the principles and recommendations set forth in this Roadmap and maintain that the development of a whole-school approach that is healing-centered, trauma-sensitive, inclusive, and culturally competent is essential for safety and student and youth development. Punitive discipline models which rely on suspensions, classroom removals, demerit systems, police intervention and other more traditional punitive school discipline strategies are at odds with trauma-informed school models. Trauma informed, healing-centered schools work to reduce challenging behavior by forging relationships, building skills, and buffering stress. They enlist collaborative problem solving, restorative practices and community building.¹³

As students prepare to resume school in September, we must not lose sight of the impact of chronic stress and trauma on student development, learning and behavior and the importance of building on the City’s demonstrated commitment to reversing past trends of punitive discipline and inequitable structures. The DOE should continue to collaborate with the education advocates to achieve stronger and more equitable school programs that provide better outcomes for all students and keep New York City school students and their families apprised of its plan.

Respectfully submitted

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¹² Healing-Centered Schools Working Group. “Community Roadmap to Bring Healing-Centered Schools to the Bronx.” 2020. <https://www.legalservicesnyc.org/what-we-do/practice-areas-and-projects/access-to-education/community-roadmap-to-healing-centered-schools>.

¹³ Albion, S., “School Discipline is Trauma-Insensitive and Trauma-Uninformed,” *Psychology Today*, January 9, 2020.

TESTIMONY

I don't think it's proper to experiment with children to what can be a potentially fatal disease to them and their families. And educate person know the 6ft distance means nothing to a sneeze traveling @ 100 mph or micro droplets that can linger in the air for long periods of time! Children are famous for transferring lice, measles, chickenpox, influenza, socializing, games, sports, etc. an you want to put them in a building? I feel it has the potential of starting a second wave! I really think you should reconsider the health and well being of our children... Thank you.

Luke Constantino

CEC 21 Treasurer

Brooklyn

(212)300-3919

September 5th, 2020

Subject: Written Testimony for Hearing on Resolution 1410 Regarding Delayed Opening of School Buildings (9/3/20)

Dear Council Member Mark Treyger, Public Advocate Jumaane Williams and Speaker Corey Johnson,

I thank all of you for your dedication to making sure NYC schools reopen safely and equitably. Thank you for giving us the opportunity to make our voices heard.

My colleague and I, both research scientists who now teach in a NYC public school, wrote a letter to Governor Cuomo on behalf of teachers about the safe reopening of schools. Our letter has received over 2,700 signatures in support, citywide. I am submitting that letter with signatures as part of my written testimony. Please see the attached file for my full written statement.

In light of last week's agreement between the city and the UFT, I would like to speak to the dangerous shortcomings of their SARS-CoV-2 testing plan. They propose random PCR testing of 10-20% of the school building population once a month. Despite being touted by UFT President Michael Mulgrew as "the most aggressive policies and the greatest safeguards of any school system in this country" at a recent UFT delegate meeting (9/1/20), the testing plan is NOT GOOD ENOUGH.

The city/UFT claim this plan will provide safety, allowing us to identify and isolate COVID-19 clusters in schools before it is too late. This is a fallacy. The plan will do little to keep our students, staff and families safe from the asymptomatic and presymptomatic virus spread that accounts for upwards of 50% of virus transmission. There will be outbreaks in our schools and our home communities. This, compounded by commuter travel of staff and students among neighborhoods with widely disparate percent positive test metrics, will inevitably trigger a second wave of the pandemic across New York City.

Why is their testing plan inadequate? Because of the science of the biology of this virus.

A typical infection course for the SARS-CoV-2 virus is as follows:

- Day 0 - person is exposed to virus
- Day 1 - virus levels in the body begin ramping up, virus can be detected by PCR test, but no symptoms
- Day 2 - virus levels still ramping up, virus can be detected by rapid antigen test, still no symptoms, can transmit virus to others
- Days 3 through 14 - virus levels continue to ramp up and peak, may experience symptoms sometime during this time period or may be asymptomatic, can transmit virus to others

The window of high viral load and spreading prior to symptom onset will lead to the same kinds of outbreaks that are occurring throughout the US as students are returning to schools. This will not be stopped by the once-a-month random 10-20% testing that is proposed. This testing plan is a waste of taxpayer dollars and testing resources that are in short supply. Instead, we must be testing frequently enough to detect asymptomatic and presymptomatic silent spreaders.

How frequently do we need to test?

Ideally, daily rapid antigen tests, performed at home, using saliva, must be done for ALL students and staff, so an infected person knows to self-quarantine at home. These tests are so close to being widely available for use, but we are not quite there. They will be vital for public health screening to allow our schools and our economy to reopen safely. It is thought that the cost can be as low as \$1 per test! A mere \$180 per student if school is attended every day.

[\(https://www.rapidtests.org/\)](https://www.rapidtests.org/)

So what can we do using the testing technology available to us now?

PCR tests need to be done a minimum 2 times per week on ALL students and staff in a building. These could be done as pooled tests to reduce cost.

But PCR tests are costly. How can we make this work?

Do a phased reopening of the buildings. Prioritize elementary schools, District 75 and at-risk students returning to the school buildings, first. Bring these students who need in-person learning the most back with frequent PCR testing in place, making it safe for them. Supply them with the needed PPE. Ensure, using quantitative measures, that their building ventilation is sufficient to mitigate aerosol spread of the virus.

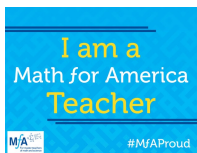
At the same time, we need to put appropriate resources in place for students attending school remotely. We can make remote learning a positive experience, but we need to train teachers and address the technology inequities among students and schools.

Phase in the return of middle and high school students to their buildings only when we can afford frequent PCR testing for all individuals or have the inexpensive, daily, at-home, rapid antigen tests up and running for all individuals.

How many lives are we willing to lose? How many cases of chronic debilitating morbidities are tolerable? Just one student, staff member, family member or NYC citizen that is adversely affected by the unsafe reopening of our schools is unacceptable.

Sincerely,

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MfA

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We encourage ALL interested parties with a stake in the safe reopening of NYC schools to sign and share.

Please sign: <https://forms.gle/iASw9Z9QwFScWn5LA>

#NotUntilItsSafe #FollowTheScience

Dear Governor Cuomo,

As teachers in the New York City public school system, we are proud of how New York, under your leadership, has handled the SARS-CoV-2 pandemic. You and your advisors have made public health decisions based on the science. You advocated for and procured what was needed for the medical community. You spoke frankly to the public about what was happening and what had to be done, and, together, we flattened the curve. You are now guiding us through a cautious, phased reopening of the state, adjusting criteria as needed. All of this is toward ensuring that the curve stays flattened. Your leadership during this crisis has helped to ensure our safety, despite the lingering presence of SARS-CoV-2 in our local communities and the increasing prevalence of the virus in states to our south and west.

We now ask that you take that same cautious approach, informed by the best science available, as we consider how to safely reopen our schools. We all want to return to the normalcy of in person learning; HOWEVER, we feel it is irresponsible to reopen our school buildings to children in any capacity until it can be done safely, for the sake of the health of our children, our staff, our families, and New York. We have serious concerns about how we can accomplish this in the NYC public school system with over 1 million students at over 1,600 schools, and in light of impending budget cuts, in time for buildings to reopen in September. Once outbreaks begin to happen in the schools, a second wave of COVID-19 in NYC seems inevitable.

Based on the best science available, what needs to be done NOW to make our schools safe to reopen in the age of COVID-19?

We MUST have a robust testing and contact tracing system in place that includes frequent testing of ALL students and staff, multiple times per week.¹ As more data are collected concerning SARS-CoV-2 and children, the evidence is increasingly clear that children of all ages are capable of contracting and transmitting the virus as well as adults do.² Upwards of 50% of virus transmission happens pre-symptomatically, from infected individuals who have not yet experienced symptoms.³ Viral transmission happens from asymptomatic individuals, those who are infected but never experience symptoms.⁴ This evidence informs us that temperature checks and self-reporting of symptoms are ineffective measures to prevent virus spread.

If we cannot identify infected pre-symptomatic and asymptomatic individuals in our school communities, there most certainly will be outbreaks that will contribute to community spread throughout the city. Pooled PCR testing to detect viral RNA, recently FDA-approved, could be performed a minimum of twice per week on all cohorts within a school.⁵ Even better, tests similar to a recently FDA-approved rapid, inexpensive antigen-based test for virus present in saliva, akin to home pregnancy tests, could be done at home each day to determine whether or not it is safe for that student or staff member to go to school. Such tests exist but there has not been a push for licensing, manufacturing and distribution.⁶ We are in this for the long haul, until we achieve the protective herd immunity needed to keep our community safe. We have every confidence that we will eventually have successful vaccines to help us to reach that herd immunity more quickly, but we cannot wait. Frequent testing with rapid turnaround time for all students and staff in the schools needs to be implemented NOW and we would be proud to see New York take the lead on this.

Our physical buildings must be made safe. Although most viral transmission happens via larger respiratory droplets and is mitigated by 6 feet physical distancing and wearing masks, there is evidence of transmission via

aerosols, smaller droplets that remain in the air longer and can accumulate in rooms with poor ventilation. Thus HVAC systems need to be inspected and upgraded as needed for sufficient air exchange rates in classrooms and offices.⁷ Cleaning supplies, soap, paper towels, hand sanitizer and the like must be kept in plentiful supply to reduce viral transmission via contact with surfaces. PPE such as masks and gloves must be made available. We need a means to enforce PPE use and proper physical distancing at all times of the day, including arrival, travel to classrooms, lunch, and dismissal.

Given the current lack of widespread use of SARS-CoV-2 tests that allow sufficient monitoring of our school communities, as well as budget cuts that will make funding all of the necessary safety measures nearly impossible, we have zero confidence that schools can be safely opened by September. Please make the right decision now. Let us begin the school year with 100% remote learning. Let teachers focus on making remote learning engaging and effective for all our students. Let us invest resources and creativity in making the necessary technology available to all NYC students. This is especially important because remote instruction will continue to be an essential component of education until the pandemic is over.

Once a robust test and trace system is implemented in all schools and all physical buildings are safe, and assuming that COVID-19 cases remain at their current low rate in NYC, then a phased return of students to their schools for physically distanced, 6-feet-apart learning can be considered. To accommodate this phased return under the current budget conditions, the safety measures put forth above should be applied in a way that prioritizes first bringing back the students who need in person learning the most.⁸

Younger children (e.g., grades K-8) as well as older students who require in person services should be part of the first phase. Younger children are more susceptible to learning loss, need interaction with peers and their teachers for social-emotional development, and need home supervision to benefit from remote learning.⁹ Many parents of younger children rely on their children being in school to allow them to work.

High school students should be the last to be phased in for school reopening. High schoolers require less parental supervision and can do well with 100% remote learning. In addition, in NYC, while most primary and middle schools are neighborhood schools, requiring a short commute such as a walk to school, most high schoolers travel longer distances, often between boroughs, each day to get to school. Given their longer times on public transportation and their inherently larger social and in-school networks, high school age students have the potential to contribute the most to increased citywide community spread and will be more difficult to contact trace as compared to younger children.

Governor Cuomo, we urge you to lead us through a safe '20-'21 school year for all New Yorkers. We fear for the health of our students, ourselves, and all of our families. We do not want to have to mourn the loss of any more members of our school and home communities due to COVID-19. We do not want to see any more members of our school and home communities suffer permanent organ damage and chronic disability due to COVID-19.¹⁰ We want to see the curve in NYC and New York remain flattened.

Respectfully,
New York City Public School Teachers

Marisa Wagner, Ph.D. - Biology Teacher, Bronx High School of Science; Math for America Master Teacher
Tracy LaGrassa, Ph.D. - Biology Teacher, Bronx High School of Science

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 - [TWiV 648: Life is for learning, with Daniel Griffin | This Week in Virology](#) (Listen from 2:30 to 17:20)
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 - [New coronavirus tests promise to be faster, cheaper and easier](#)
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Your full name (first and last)	Are you directly affiliated with a NYC public school? (faculty, staff, student, parent/guardian, administration, alumnus)	Name of school	How would you best describe your role in this school? Please check all that apply.	Are you affiliated with a second NYC public school?	Name of school	How would you best describe your role in this school? Please check all that apply.	Are you affiliated with a third NYC public school?	Name of school	How would you best describe your role in this school? Please check all that apply.	Please describe your affiliation.	Please briefly state your interest in the safe reopening of NYC public schools.
1 Leah Reid	Yes	The Bronx High School of Science	Student	No [1]							
2 Marisa Wagner	Yes	Bronx High School of Science	Faculty, Parent/Guardian	No					Concerned parent		Two children in NYC public schools
3 Moore	Yes	Stuyvesant High School	Faculty	No							
4 Fanny Guzman	Yes	The Bronx High School of Science	Staff	No							
5 Samantha Daves	Yes	Stuyvesant High School	Faculty	No							
6 Latisha Coombs	Yes	Bronx High School of Science	Faculty	Yes	MS 118	Parent/Guardian	Yes	Harlem Village Academy	Parent/Guardian		
7 Chie Helinski	Yes	Stuyvesant High School	Faculty	No							
8 rosa silverio	Yes	Stuyvesant HS	Staff	No							
9 Minkyu Kim	Yes	Stuyvesant HS	Faculty	No							
10 Randi Lerohl	Yes	Bronx High School of Science	Faculty	Yes	ER Murrow High School	Parent/Guardian	No				
11 Mallory Womer	Yes	Bronx High School of Science	Faculty	No							
12 Jeanie Chu	Yes	Stuyvesant High School	Faculty, Parent/Guardian	Yes	Ps 9	Parent/Guardian	No				
13 Ashvin Jaishankar	Yes	Stuyvesant High School	Faculty	No							
14 Ricardo Lopez	Yes	Queens High School for the Sciences at York College	Faculty	No							
15 Deena Avigdor	Yes	Stuyvesant High School	Faculty	No							
16 Patricia Nuñez-Hernández	Yes	The Bronx HS of Science 10X445	Faculty, Dean	No							
17 Aimee Hill	Yes	Stuyvesant High School	Faculty	No							
18 Lee Brandt	Yes	Stuyvesant High School	Faculty	No							
19 Callin Daly	Yes	Bronx High School of Science	Faculty	No							
20 Sandra Whiteside	Yes	Stuyvesant	Parent/Guardian	No							
21 Jo Mahoney	Yes	Stuyvesant High School	Faculty	No							
22 Lori-Ann Newman	Yes	Stuyvesant High School	Faculty	No							
23 Alex Seoh	Yes	Bronx High School of Science	Faculty	No							
24 Kathleen Buckley	Yes	Bronx HS of Science	Staff	No							
25 Holly Sugarman	Yes	Stuyvesant High School	Faculty	No							
26 Thomas Miner	Yes	Stuyvesant High School	Faculty	No							
27 Julieta Lozano	Yes	Bronx High School of Science	Faculty	No							
28 Brian Sterr	Yes	Stuyvesant High School	Staff	No							
29 Nora Barmess	Yes	The Bronx High School of Science	Faculty	No							
30 Mary McGregor	Yes	Stuyvesant High School	Faculty	No							
31 Elizabeth Eng	Yes	PS165 Robert E Simon	Faculty	No							
32 Marion Dietrich	Yes	Bronx HS of Science	Faculty	Yes	PS81	Parent/Guardian	No				
33 Katherine Fletcher	Yes	Stuyvesant High School	Faculty	No							
34 Chris Ziegler	Yes	The Bronx High School of Science	Faculty	No							
35 Marissa Maggio	Yes	Stuyvesant HS	Faculty	No							
36 Iraklis Dimoulas	Yes	The Bronx High School of Science	Faculty	No							
37 Daniel McNickle	Yes	10X445 The Bronx High School of Science	Faculty	No	Hunter College High School	Alumnus	No				
38 Joy Hsiao	Yes	Brooklyn Technical High School	Faculty	No							

Your full name (first and last)	Are you directly affiliated with a NYC public school? (faculty, staff, student, parent/guardian, administration, alumnus)	Name of school	How would you best describe your role in this school? Please check all that apply.	Are you affiliated with a second NYC public school?	Name of school	How would you best describe your role in this school? Please check all that apply.	Are you affiliated with a third NYC public school?	Name of school	How would you best describe your role in this school? Please check all that apply.	Are you affiliated with a third NYC public school?	Name of school	How would you best describe your role in this school? Please check all that apply.	Please describe your interest in the safe reopening of NYC public schools.
39 Josina Dunkel	Yes	Stuyvesant High School of Science	Faculty	No									
40 Nayu Shimo	Yes	The Bronx High School of Science	Alumnus	Yes	P.S.40 Augustus Saint-Gaudens	Alumnus	No						
41 Raven Wilhelm	Yes	The Bronx High School of Science	Faculty	No									
42 Fredric Schorr	Yes	Bronx High School of Science	Faculty	No									
43 Diane Davis Steiker	Yes	The Bronx High School of Science	Faculty, UFT Chapter Leader	No									
44 Annie Thoms	Yes	Stuyvesant HS	Faculty, Alumnus	Yes	Brooklyn School of Inquiry	Parent/Guardian	No						
45 Alexander Oit	Yes	Park East High School	Faculty	No									
46 Olga Sofman	Yes	The Bronx High School of Science	Faculty	No									
47 Dan Licardo	Yes	Bronx High School of Science	Faculty	No									
48 Leslie C. Berger	Yes	Bronx High School of Science	Faculty	No									
49 Daniel Knopf	Yes	Bronx High School of Science	Faculty	Yes	Bard High School Rarely College	Parent/Guardian	Yes	LaGuardia High School of Performing Arts	Parent/Guardian				
50 Sandy Swels	Yes	Stuyvesant High School of Science	Alumnus	No									
51 Kathy Park	Yes	Bronx High School of Science	Faculty, Staff, School Librarian	No									
52 Maura Minsky	Yes	Brooklyn School of Inquiry	Faculty	No									
53 Bradford Snyder	Yes	The Clinton School	Parent/Guardian	Yes	Edward R. Murrow HS	Parent/Guardian	No						
54 Protass	Yes	Stuyvesant high school	Faculty	No									
55 Jep Jonson	Yes	Bronx High School of Science	Faculty	No									
56 Rebecca Gorla	Yes	Stuyvesant High School	Faculty	No									
57 Samuel Grossman	Yes	Bronx Science	Faculty	No									
58 Kevin Cheung	Yes	The Bronx High School of Science	Faculty, Staff	No									
59 Allen Walker	Yes	Bronx High School of Science	Faculty	No									
60 Yvette Benito	Yes	Clara Barton H.S.	Alumnus	Yes	Francis Scott Key JHS	Alumnus	Yes	P.S. 196	Alumnus				
61 Natalia Guarin-Klein	Yes	PS 682	Parent/Guardian	Yes	McKinley	Parent/Guardian	Yes	Brooklyn Tech	Parent/Guardian				
62 Anthony Noody	Yes	Bronx HS of Science	Staff	No									
63 Angela dicarlo	Yes	Stuyvesant high school	Staff	No									
64 Ellen Siegel	Yes	Stuyvesant High School	Faculty	No									
65 Vana Loukissas	Yes	The Bronx High School of Science	Faculty	No									We've flattened the curve through diligent work following the math. There is not reason to rush back into classrooms, especially as studies show children are not immune to COVID, and may actually contract higher viral loads than adults, thus making them essentially walking Petri dishes.
66 Carl Salonen	No												I am a parent of a former student as well as a former public school student, a lifelong New Yorker, and a COVID survivor.
67 Sarah Cunningham	Yes	International High School for Health Sciences	Faculty	No									
68 Diane Wohland	Yes	Franklin Delano Roosevelt High School	Faculty	No									

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69 - Susan Brockman, Ph.D. - Latin teacher	Yes	Stuyvesant High School	Faculty	No										
70 - Tyler Aracena	Yes	Queens School of Inquiry	Staff	No										
71 - Lindsay Wax	No													
72 - Sandra Brandan	Yes	Stuyvesant High School	Staff	No										
73 - Jacqueline Linde	Yes	Francis Lewis High School	Faculty	Yes	PS 98 - The Douglaston School	Parent/Guardian	No							
74 - Gail Jaitlin	Yes	The Bronx High School of Science	Faculty	Yes	Jamaica High School	Alumnus	No							
75 - Colin Morrell	Yes	The Bronx High School of Science	Faculty	No										
76 - Rebecca Rajswasser	Yes	Academy of environmental sciences high school	Former staff	Yes	Curtis high school	Alumnus	Yes	JHS 49	Alumnus					
77 - Ulugbek Alhmedov	Yes	Stuyvesant High School	Faculty, Parent/Guardian	Yes	Mark Twain IS 239	Parent/Guardian	No							
78 - Lauren Hunter	Yes	Bronx Science High School	Faculty	Yes	Bronx Leadership Academy	Faculty	No							
79 - Josh ilany	Yes	Bronx High School of Science	Faculty	No										
80 - Antonella D'Andrea-Vulkan	Yes	PS65Q	Faculty	No										
81 - Kinshasa Nicholas	Yes		Staff	No										
82 - Hope Wygand	Yes	PS 104	Faculty	No										
83 - Elena Shanbaum	Yes	Bronx High School of Science	Faculty	No										
84 - Richard Shpuntoff	Yes	Bronx Science	Alumnus	Yes	JHS 73	Alumnus	Yes	Grover Cleveland	Former teacher					
85 - Lauren Hinton	Yes	PS 170X	Faculty	No										
86 - Giancarlo Matchodi	Yes	Brooklyn Technical High School	Faculty	No										
87 - JoAnna Bueckert-Chan	Yes	Brooklyn Technical High School	Faculty	Yes	Bleeker Middle School - PS185 in Queens	Parent/Guardian	No							
88 - Lisa Shuman	Yes	Stuyvesant	Faculty	No										
89 - Joseph Gazzola	Yes	Bronx High School of Science	Faculty	No										
90 - Ashley Gallegos	Yes	Yorkville East Middle School	Faculty	No										
91 - Duarte Doris	Yes	FDR High School	Staff	No										
92 - Stephanie Allen	Yes	PS 343Q	Faculty, Staff	No										
93 - Christine Musich	Yes	Bayside High School	Faculty	Yes	Bronx High School of Science	Alumnus	No							
94 - Richard Lee	Yes	Bronx HS of Science	Faculty	No										
95 - Stuart Symons	Yes	Bronx High School of Science	Faculty	No										
96 - Beth Bergfeld	Yes	Ms158q	Faculty	No										
97 - Livia Tenzer	Yes	Stuyvesant High School	Parent/Guardian	No										
98 - Kinnya Hudson	Yes	Bayside High School	Faculty, Staff	No										
99 - Leah Stern	Yes	The Bronx HS of Science	Staff	Yes	The Bronx HS of Science	Staff	Yes		Faculty					
100 - Lee Applebaum	Yes	PS 9	Faculty, Staff	No										
101 - Caroline Worthington	Yes	Park East High School	Faculty	No										
102 - WENDY QIU	Yes	Bronx High School of Science	Faculty	Yes	JHS 185	Parent/Guardian	No							

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103 Donna Dondo	No													
104 Jennifer Grassotti	Yes	Professional Performing Arts School	Parent/Guardian	Yes	P. S. 261 Philip Livingston School	Parent/Guardian	No						Retired doe employee	
105 Salinda Lewis	Yes	The Bronx High School of Science	Faculty	No										
106 Timothy Niemann	Yes	Hostos-Lincoln Academy of Science	Faculty	No										
107 Priscilla Won	Yes	Bronx High School of Science	Faculty	No										
108 Samantha Bratlerman	Yes	Halsey JHS 157 Franklin D. Roosevelt HS	Faculty	No										
109 Joannmarie Haque	Yes	Andries Huddle IS 240	Faculty	Yes	Marine Park IS 278	Parent/Guardian	No							
110 Stacy Gluska	Yes	Stuyvesant High School	Faculty	No										
111 Heather Huhn	Yes	The Bronx High School of Science	Faculty	Yes	The Bronx High School of Science	Faculty	Yes				The Bronx High School of Science	Faculty		
112 Walter Giorgis-Blessent	Yes	The Bronx High School of Science	Staff	No										
113 Dan Zhou	Yes	Andries Huddle IS 240	Faculty	No										
114 Lisa Burns	Yes	The Bronx High School of Science	Faculty	No										
115 Jessica Weedon	Yes	PS 110 the Monitor School	Faculty	No										
116 June Biolsi	Yes	Central Office	Staff	No										
117 Kathleen Neer	Yes	Bronx High School of Science	Parent/Guardian	No										
118 Clare Robertson	Yes	Bronx Science	Parent/Guardian	Yes	LaGuardia High School of Performing Arts	Parent/Guardian	No							
119 Meilan Smith	Yes	FDR HS	Faculty	No										
120 Derek Hafner	Yes	The Bronx High School of Science	Parent/Guardian	No										
121 Jeanne B Siskind	Yes	PS 295	Faculty, Staff	Yes	MS 447	Parent/Guardian	No							
122 Caitlin Barton-landfield	Yes	Hostos Lincoln Academy of Science	Faculty	No										
123 Theresa Stillwell	Yes	Bronx Science	Parent/Guardian	No										
124 Christine Kaitan	Yes	Bronx High School of Science	Parent/Guardian	No										
125 Diane chudley	Yes	Bronx Science HS	Parent/Guardian	No										
126 Bozhena Visitman	Yes	The Bronx High School of Science	Parent/Guardian	No										
127 Natalie Tal	Yes	Bronx High School of Science	Staff	Yes	Bronx High School of Science (X445) School for Visual and Performing Arts	Staff	Yes				Bronx High School of Science	Faculty		
128 Zuhar Khan	Yes	Bronx High School of Science	Parent/Guardian	Yes	I.S. 126 Albert Shanker School for Visual and Performing Arts	Parent/Guardian	Yes				P.S. 166Q	Spouse of Faculty member		
129 Jaime Velez	Yes	Bronx Science	Parent/Guardian	No										
130 Megan Sharma	Yes	PS 20	Faculty	No										
131 Albert Comeau	Yes	Bronx High School of Science	Parent/Guardian	Yes	PS 334	Parent/Guardian	No							
132 Daniel Schwarz	Yes	Bronx High School of Science	Student	No										
133 George Chudley	Yes	Bronx High School of Science	Parent/Guardian	No										
134 Jane Gorfesky	Yes	Bayside High School	Faculty	No										
135 Robin Norwich	Yes	Hostos Lincoln Academy	Faculty	No										
136 Michelle DeFranco	Yes													

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137 Ben	Yes	NYCDOE	Parent/Guardian	Yes	NYCDOE	Faculty, Staff	No							
138 Joan Peters	Yes	Bronx High School of Science	Parent/Guardian	No										
139 Edward Burns	Yes	The Bronx High School of Science	Faculty	No										
140 Peter Lim	Yes	Landmark High School	Faculty	No										
141 Richard Chudley	Yes	Bronx High School of Science	Parent/Guardian	No										
142 Alexia Velez	Yes	PS 166q	Faculty	Yes	IS 126q	Parent/Guardian	Yes	Bronx High School of Science	Parent/Guardian					
143 Laura Lang	Yes	Bronx High school of science	Parent/Guardian	Yes	Manhattan center of Science and mathematics	Parent/Guardian	No							
144 Susan Tso-Lee	Yes	Bronx High School of Science	Parent/Guardian	No										
145 Julian Wells	Yes	PS288Q	Staff	No										
146 Sujata Pal	Yes	Bronx High School of Science	Parent/Guardian	No										
147 Ariane Schneider	Yes	PS 193	Faculty	Yes	IS 14	Faculty	No							
148 John Ottomanelli	Yes	PS/IS 30	Faculty	No										
149 Margarita Fontanilla	Yes	Francis Lewis High School	Faculty	No										
150 victor antipov	Yes	ps166 queens ny	Parent/Guardian	No										
151 Roger Lee	Yes	Stuyvesant H.S.	Parent/Guardian, Alumnus	Yes	Stephen A. Halsey JHS 157	Parent/Guardian	No							
152 Shirley Ho	Yes	PS130	Staff	Yes	Bronx HS of Science	Parent/Guardian	Yes	Francis Lewis HS	Parent/Guardian					
153 Tania Suliana	Yes	Bayside HS	Faculty, Staff	No										
154 Caroline Maggi	Yes	PS 110	Staff	No										
155 Stephanie Kelley	Yes	PS 110	Faculty	Yes	PS 11	Parent/Guardian	No							
156 Ellen Silver	Yes	Bronx Science	Parent/Guardian	No										
157 Cheryl Halperin	Yes	Bronx Science	Parent/Guardian	No										
158 Aimee Lee	Yes	The Bronx High School of Science	Student	No										
159 Corbin Younger	Yes	The Parkside School	Parent/Guardian	No										
160 Suzanne Hanafy	Yes	Life Sciences Secondary School	Faculty	No										
161 Alanna katz	Yes	South Bronx preparatory	Faculty, Staff	No										
162 Marguerite Lyn	No													
163 Jeffrey S. Rice	Yes	MS324 Patricia Mirabal	Faculty	Yes	Bronx HS of Science	Partner of faculty member	No						Applicant to reenter NYCDOE pending certification	When I am hired to teach I will be in direct contact with the students
164 Vanessa Ferreira	Yes	PS 246	Faculty	No										
165 Anne Zalkharov	Yes	The Bronx Highschool of Science	Student	No										
166 Wendy Tso	Yes	The Bronx High School of Science	Alumnus	No										
167 Emma Nguyen	Yes	Bronx HS of Science	Student	No										
168 Heather Sherman	Yes	Brooklyn Prospect	Faculty	No										
169 Lisa Raymond-Tolan	Yes	Community Roots Charter School	Staff, Occupational Therapist	Yes	Brooklyn Tech	Parent/Guardian	Yes	IS136	Parent/Guardian					
170 Jessica Quenzer	Yes	Stuyvesant High School	Faculty	No										
171 Holly Manswell	Yes	Hostos Lincoln Academy	Faculty, Dean	No										
172 Jennifer Morrissey	Yes	Bronx Science	Parent/Guardian	Yes										
173 Robin Morris	Yes	East Side Community School	Parent/Guardian	No										
174 Raji Menon	Yes	PS 191	Faculty	No										

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175 Lisa Kuan	Yes	The Bronx High School of Science	Faculty	No										
176 Jesse Markowitz	Yes	Mott Hall Science and Technology Academy	Faculty	No										
177 Gabriel Lipschutz	Yes	Bronx High School of Science	Student	No										
178 Carmen Foschino	Yes	The Scholars' Academy	Faculty	No										
179 Noah Getz	Yes	The Bronx High School of Science	Student	No										
180 Christiana Moy	Yes	Bronx Science	Staff, Parent/Guardian	Yes	Francis Lewis HS	Parent/Guardian	No							
181 Danielle Kingsbury	Yes	09x454	Faculty	No										
182 Hollinger	Yes	PS 396	Staff	No										
183 Oghaghare Okobiah	Yes	Frederick Douglas Academy 2	Staff	No										
184 Nancy Held	Yes	Bronx High School of Science	Parent/Guardian	Yes	The NYC Museum School	Parent/Guardian	No							
185 Mary Grace Owusu	Yes	William McKinley IS 259 EBC HS for Public Service	Faculty	Yes	Mark Twain Gifted & Talented School IS 239	Parent/Guardian	Yes	Fort Hamilton High School	Parent/Guardian					
186 Emily Spitznagle	Yes		Faculty	No										
187 Adriano Casimiro	Yes	PS 396	Faculty, Staff	No										
188 Riben Khan	Yes		Faculty	No										
189 Rachel Goodman	Yes	PS 150Q	Faculty	No										
190 Pilar Olmedo	Yes	The Bronx High School of Science	Faculty	No										
191 Lauren McCarty	No													
192 Jeanne Salchli	Yes	PS 376	Faculty	No										
193 Dana Nystrom	Yes	PS 110 Florence Nightingale School	Faculty	No										
194 Angela Cherry	Yes	PS 396	Staff	No										
195 Ivania Francisco	Yes	Humanities II New Visions Public Schools	Faculty	No										
196 John Blodgett	Yes	Hostos-Lincoln Academy of Science	Faculty	Yes	Riverdale/Kingsbridge Academy (Ms/Hs 141)	Parent/Guardian	No							
197 Lisa Bensing	Yes	Brooklyn Technical High School	Staff	No										
198 Ismail Ali	Yes	Bronx High School of Science	Student	No										
199 Susan Wong	Yes	Bronx High School of Science	Parent/Guardian	No										
200 Richard Carli	Yes	Bronx High School of Science	Faculty	No										
201 Elizabeth Gifford	Yes	15x443	Secretary	No										
202 Taylor Elliott	Yes	Bronx High School of Science	Student	No										
203 Prithila Islam	Yes	The Bronx High School of Science	Alumnus	No										
204 Lavanya Manickam	Yes	The Bronx High School of Science	Student	No										
205 Alison Hwang	Yes	The Bronx High School of Science	Student	No										
206 Sadie Karp	Yes	Bronx Science	Student	No										
207 James Connors	Yes		Faculty	No										

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208 Davie Eng	Yes	Bronx High School of Science	Parent/Guardian	Yes	Francis Lewis High School	Parent/Guardian	No				
209 Avery Look	Yes	Bronx High School of Science	Student	No							
210 Tiffany Zheng	Yes	Bronx High School of Science	Student	No							
211 Ellen Wu	Yes	Bronx High School of Science	Student	No							
212 Yuk-Ling Chung	Yes	The Bronx High School of Science	Parent/Guardian	No							
213 Thahiya Hassan	Yes	Bronx Science	Student	No							
214 Melody Torres	Yes	Long Island City High School	Student	No							
215 Cassandra Ng	Yes	Bronx High School of Science	Alumnus	Yes	Louis Pasteur MS 67	Alumnus	No				
216 Samantha Pokorny	Yes	The Bronx High School of Science	Student	No							
217 Jennifer Christian-Upia	Yes	09x454	Faculty	No							
218 Chidinma Agbasi	Yes	Bronx High School of Science	Student	No							
219 Julia Sperling	Yes	The Bronx High School of Science	Student	No							
220 Emery John	Yes	Bronx high school of science	Alumnus	No							
221 Ahona Rana	Yes	Bronx High School of Science	Student	Yes	P.S. 122 Mame Fay	Alumnus	Yes	P.S. 69Q	Alumnus		
222 Katie Sperling	Yes	Bronx HS of Science	Parent/Guardian	No							
223 Vicki Zheng	Yes	Bronx High School of Science	Student	No							
224 Nafisa Zaman	Yes	Bronx Science	Student	No							
225 Daniel Shin	Yes	Baruch	Student	Yes [2]	Brooklyn Tech high school [3]	Alumnus [4]	No [5]				
226 Nodlyne Anderson	Yes	Bayside High School	Faculty	Yes	York Early College Academy	Parent/Guardian	No				I want children, teachers, and all staff to be safe!
227 Rita Meade	No									Librarian	
228 Jennifer bonheur	Yes	Bronx high school of science	Parent/Guardian	No							
229 Maud arpels	Yes	Simon Baruch ms104	Alumnus	Yes	ps234	Alumnus	No				
230 Neeraj Tangal	Yes	Townsend Harris High School	Student	No							
231 Maeve Hogan	Yes	The Bronx High School of Science	Alumnus	No							
232 Rachel Maya	Yes	Bronx Science	Student	No							
233 Arianna Hwang	Yes	The Bronx High School of Science	Student	No							
234 Allie Chiu	Yes	Bronx High School of Science	Student	No							
235 Jhanelzyh Gomez	Yes	Astor collegiate academy	Student	No							
236 Jeanne Kopun	Yes	Forest Hill High School	Faculty	No							
237 Julie Lin	Yes	Bronx High School of Science	Student	No							
238 Abigail Fersko	Yes	Bronx High School of Science	Alumnus	No							
239 Janine Pelegano	Yes	Bronx High School of Science	Parent/Guardian	No							

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240 Sharon Shaji	No										
241 Harper Learmonth	Yes	Bronx High School of Science	Alumnus	Yes	PS 110	Alumnus	No				
242 Valerie Shoefeld	Yes	Ps 245	Faculty	No							
243 Ananya Roy	Yes	Bronx High School of Science	Alumnus	No						Former public school student and concerned NYC citizen.	
244 Supoma Das	No										
245 Ella Yellin	Yes	Bronx Science	Student	No							Without the extensive measures outlined in this letter, you're sending our teachers, admins, and children to slaughter. Do better. This decision will impact the city at large when there is a spike.
246 Angelena Bougiamas	Yes	Bronx High School of Science	Student	No							
247 Mandy Yang	Yes	Brooklyn Technical High School	Student	No							
248 Ria Anandjee	Yes	Bronx High School of Science	Student	No							
249 Lucian Dobroszycki	Yes	The Bronx High School of Science	Alumnus	No							
250 Wendy Lin	Yes	Brooklyn Technical High School	Student	No							
251 Jennifer Thaler	Yes	Bronx Science	Parent/Guardian	Yes	The Clinton School	Parent/Guardian	Yes	The Anderson School	Parent/Guardian		
252 Issabella Huynh	Yes	PS 59	Alumnus	Yes	Robert F Wagner MS	Alumnus	Yes	The Bronx High School of Science	Alumnus		
253 Matthew Chu	Yes	The Baccalaureate School for Global Education	Alumnus	No							
254 Erik Branman	Yes	Fiorello LaGuardia High School	Faculty	Yes	Manhattan Comprehensive Night and Day HS	Faculty	No				
255 Janice Lin	Yes	Townsend Harris High School	Parent/Guardian	No							
256 Cecily McNickle	No										
257 Jenny Huang	Yes	Bronx High School of Science	Student	No							The spread is not under control thus I'm concerned for the health and safety of my husband, first and foremost, followed by that of his colleagues and students. If there is ANY amount of risk involved in the reopening I believe that the NYC public schools should remain closed and go remote for the fall semester.
258 Marika Condos	No										
259 Max Chomet	Yes	Bronx H.S. of Science	Faculty, Alumnus	No							
260 Hua Guo	Yes	The Bronx High School of Science	Parent/Guardian	No							
261 Allison Errico	Yes	The Bronx High School of Science	Student	Yes	PS 6	Alumnus	Yes	East Side Middle School	Alumnus		Too many lives have already been lost. Too risky.

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262 Zoya Garg	Yes	The Bronx High School of Science	Student	No							
263 Kira Wheatley	No									Friend of teachers	I have a young child who will soon be of school age. No teacher or child (or parent) should feel concerned about going to school anymore than they already need to.
264 Fatima Rahman	Yes	The Bronx High School of Science	Student	No							
265 Oscar Chen	Yes	Walter H. Crowley School of Leadership	Student	No							
266 Leah Pascarella	Yes	Claremont International High School	Faculty	No							
267 Hermes D. Contero	Yes	Hostos-Lincoln Academy of Science	Faculty	No							
268 Todd Stein	Yes	Bronx Aerospace High School	Faculty	No							
269 Cynthia DelMonte	Yes	Veritas Academy	Student	No							
270 Dave Poritzky	Yes	Bronx High School of Science	Parent/Guardian	No							
271 Sydney Hankins	Yes		Faculty	No							
272 D., J.D.	Yes	Edward R. Murrow High School	Faculty	No							
273 angela Daniello	Yes	IS 141	Faculty	No							
274 Dawn Altas	Yes	PS 6	Staff	Yes	IS 75	Parent/Guardian	No				
275 Ahimsa Meghan Philipott	Yes	Fannie Lou Hamer Middle School	Staff	No							
276 Emily Young	Yes	High School for Environmental Studies	Faculty	No							
277 marina shirky	Yes	Bronx High School of Science	Student	No						Friend of beloved teachers.	The safety of every New Yorker is at stake.
278 Heather McDonald	No										
279 Yan Li	Yes	Bronx HS of Science	Student	Yes	IS237	Alumnus	Yes	PS24Q	Alumnus		
280 Jessie Ye	Yes	Benjamin N. Cardozo HS	Alumnus	Yes	Louis Pasteur Middle School MS 67	Alumnus	No				
281 Gita Roy	Yes	The Bronx High School of Science	Parent/Guardian	No							
282 Emma Eng	Yes	Francis Lewis HS	Student (the student option wasn't working for me)	No							
283 Emami Wilson	Yes	Bronx science	Student	Yes	CIS 303	Alumnus	No				My interest is to keep NYC safe from a new wave of Covid cases and deaths. It seems a second wave is inevitable at this point in time.
284 Nicole Griggs	No										
285 Rebecca Murry	Yes	United Nations International School	Non-Profit International School Colleague	No							
286 Cristen Feeney	Yes	West Bronx Academy	Faculty	No							
287 Soyoon kim	Yes	Bronx science highschool	Student	No							
288 Sreejita Roy	Yes	The Bronx High School of Science	Student	No						I have friends working as teachers in the NYC public school system	
289 Alexis Walker	Yes	HS for Math, Science and Engineering at CCNY	Faculty	No							

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290 Shaira Jafar	Yes	The Bronx High School of Science	Student	No			No							
291 Sergey Poglul	Yes	BxSci	Parent/Guardian	No			No							
292 Wei Ni Zhang	Yes	Bronx High School of Science	Student	No			No							
293 David Gherard	Yes	West Bronx Academy For The Future	Faculty	No			No							
294 Samama Moomtaha	Yes	The Bronx High School Of Science	Student	No			No							
295 Christine Lynch	Yes	Towrsend Harris high School	Faculty	Yes	PS 169	Parent/Guardian	No							
296 Rachel Garber	Yes	47 The American sign language and English secondary school	Faculty	No			No							
297 Conor Hunt	Yes	Urban Assembly School for Green Careers	Faculty	No			No							
298 Jane Chen	Yes	The Bronx High School of Science	Student	No			No							
299 Eli Zerof	Yes	Bronx High School of Science	Alumnus	Yes	NYC Lab middle School	Alumnus	Yes	PS 41	Alumnus				teacher in a private school who is also terrified of returning in person	
300 Marc Hills	No													I care about all human lives
301 Michelle Peperone	No													If we have learned anything from Covid and this pandemic it is that we are all connected and that if one person or population is vulnerable or at risk, we are all at risk.
302 Victoria Ono	Yes	Bronx Science	Alumnus	No			No							
303 Jia Lee	Yes	The Earth School, P.S. 364/District 1	Faculty	No			No							
304 Ariene Chin	Yes	PS/IS 499 Queens College School for Math, Science and Technology	Parent/Guardian	No			No							
305 Emma-Victoria Banos	Yes	The Bronx High School of Science	Student, Alumnus	Yes	The Clinton School (MS 280)	Student, Alumnus	Yes	The De Soto School (PS 130)	Student, Alumnus					
306 Elio Torres	Yes	Stuyvesant High School	Student	No			No							
307 Madeline Halola	Yes	The Bronx High School of Science	Student	Yes [7]	JHS 167 [8]	Alumnus [9]	Yes [10]	PS 183 [11]	Alumnus [12]					
308 Aliya Fisher	Yes	The Bronx High School of Science	Student	No			No							
309 Tom Smolka	Yes	NYC iSchool	Staff	Yes	Staten Island Technical High School	Staff	No							
310 Karim Holmes	Yes	The Bronx High School of Science	Parent/Guardian	No			No							
311 Alexander Chasteen	Yes	The Bronx High School of Science	Student	No			No							
312 Kate Louis	Yes	Urban Assembly School for Green Careers	Faculty	Yes	PS 20 Brooklyn Tompkins Square Middle School	Parent/Guardian	No							
313 Emily Lewis	Yes	Earth School	Faculty	Yes			No							
314 Sean Kerrigan	Yes	Bronx High School of Science	Student	No			No							
315 M. O'Shea	Yes	Bronx Science	Parent/Guardian	No			No							
316 Kristen Parness	Yes	Bronx HS of Science	Staff	No			No							
317 Tamula Francis	Yes	The Earth School	Staff, Parent/Guardian	Yes	Tompkins Square Middle School	Parent/Guardian	No							

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318 Ava Cottlewitz	Yes	PS 32	Faculty	No							
319 Amy Mak	Yes	MS51	Parent/Guardian	Yes	William Alexander Middle School 51	Parent/Guardian	Yes	William Alexander Middle School 51	Parent/Guardian		
320 Amy Soffer	Yes	M364, The Earth School of Science	Staff	No							
321 Anna Ye	Yes	Bronx High School of Science	Student	No							
322 Gikeno Maina	Yes	P.S.364	Faculty	No							
323 Eriza Jonas-Giugni	Yes	The Bronx High School of Science	Student	No							
324 Cynthia Glozier	No									I am a former teacher	COVID 19 continues to be a threat.
325 R. PIKSER	Yes	Office of Adult and Continuing Education, MMALC	Faculty	No							
326 Yury Sofman	Yes	Bronx High School of Science	Parent/Guardian	No							
327 Marisa Schwartz	Yes	Stuyvesant High School	Parent/Guardian	No							
328 Jawm Chasteen	Yes	Bronx High School of Science	Parent/Guardian	Yes	Manhattan Center for Science and Math	Parent/Guardian	No				
329 Jocelyn Walsh	Yes	Earth School	Staff	No							
Elizabeth Sturges	Yes	The Flushing International High School	Faculty	Yes	The Louis Armstrong Middle School	Parent/Guardian	Yes	PS 148 Queens	Partner of faculty		
330 Llerena											
331 Michael Pagan	Yes	Fiorello H. LaGuardia High School of Music & Art and Performing Arts	Faculty	No							
332 Marian Caballo	Yes	Bronx High School of Science	Student	No							
333 Rachel Sawdy	Yes	High School for Environmental Studies	Faculty	No							
334 Katherine Yellen	Yes	Bronx High School of Science	Parent/Guardian	No							
335 Michelle Forbes	Yes	Scholars' Academy	Parent/Guardian	No							
336 Alyssa Cornell	Yes	Bronx High School of Science	Student	No							
337 Chloe Guerrero	Yes	Bronx High School of Science	Student	No							
338 Alina Larson	Yes	HSAS	Parent/Guardian	No							
339 Noelle Barile	Yes	Bronx Science	Student	No							
340 Joanne Lessner	No										
341 Marilyn Claro	Yes	Flushing International High School	Faculty	No							
342 Regan Toriello	Yes	bronx high school of science	Student	No							
343 Shekh Jobayar	Yes	Bronx High School of Science	Alumnus	No						Former NYC public school parent	
344 Rachel Pauta	Yes	Brooklyn Arbor School	Faculty	Yes	Academy of Urban Planning	Parent/Guardian	Yes	MS 217Q	Parent/Guardian		
345 Mikaela Huang	Yes	Bronx High School Science	Student	No							
346 Justine Choueiri	Yes	Bronx Science	Student	No							
347 Kevin Rodd	Yes	PS 69	Alumnus	No							
348 Matthew Verni	Yes		Staff	No							

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349 Abigail Kirchner	Yes	The James Baldwin School	Faculty	No							
350 Jacob Fernberg	Yes	James Madison High School	Faculty	No							
351 Lisa Greenwald	Yes	Stuyvesant High School	Faculty	Yes	Bronx Science	Parent/Guardian, Alumnus	Yes	LaGuardia High School of Music, Art, and the Performing Arts	Parent/Guardian, Alumnus		
352 Elizabeth Blake	Yes	Stuyvesant High School	Parent/Guardian	No							
353 Nykenna Middlebrooks	Yes	The Earth School	Staff, Parent/Guardian	No							
354 Gina Celentano	Yes	Bronx Science	Student	No							
355 Jisun Yoon	Yes	Queens College School of Math Science and Technology PS/IS Q499	Parent/Guardian	No							
356 Matthieu Choueiri	Yes	Bronx high school of science	Student	No							
357 Ana Karen Aguirre	Yes	M.S. 136 - Charles O. Dewey	Faculty, Staff	No							
358 Claire Garbowski	Yes	Bronx High School of Science	Student	No							
359 Foyez Alauddin	Yes	NEST+M	Alumnus	Yes	PS 110	Alumnus	Yes	PS 188	Alumnus		
360 Elise Lau	Yes	The Bronx High School of Science	Faculty	No							
361 Mei Samuel	Yes	Bronx high school of Science	Parent/Guardian	Yes	Townsend Harris HS	Parent/Guardian	No				
362 Jason Yamaguchi	Yes	Bronx Science	Student	No							
363 Eugenia Zakharov	Yes	The Bronx High School of Science	Parent/Guardian	No							
364 Akash Ganatra	Yes	The Bronx High School of Science	Student	No							
365 Khrisna Alvarez	Yes	Midwood High School	Faculty	No							Students should remain home until there is a safe and tested vaccine.
366 Allyson Hatley	No									Concerned citizen	
367 Amy Crehore	Yes	Samara Community School	Faculty	Yes	Stuyvesant High School	Alumnus	Yes	Delta Middle School	Alumnus		
368 Timothy McCarthy	Yes	Flushing International High School	Staff	Yes	P.S. 020 John Bowne Elementary School	Parent/Guardian	Yes [13]	Parsons Pre-school [14]	Parent/Guardian [15]		
369 Vivian Manning-Schaffel	Yes	Brooklyn Technical High School	Parent/Guardian	Yes	MS 51 Brooklyn	Parent/Guardian	No	Bronx Science High School	Parent/Guardian		
370 Dian Nasution	Yes	PS 157 Stephen Halsey	Parent/Guardian	Yes	PS 157 Stephen Halsey	Parent/Guardian	Yes				
371 William Freedman	Yes	Bronx Science	Student	No							
372 Aerin Man.	Yes	Bronx Science	Student	No							
373 Andreas Robertz	No										
374 Jean lee [16]	Yes	Bronx Science	Parent/Guardian	No							
375 Mira Rubens	Yes	P. S. 169 k	Faculty	No							
376 Jessica Siegel	Yes	PS 32	Faculty, Staff	No							
377 Melody Moulton	Yes	Bronx High School of Science	Alumnus	No							
378 Kim Montague	Yes	High School of Telecommunication Arts and Technology	Faculty	Yes	PS 217 Brooklyn	Parent/Guardian	Yes	MS 890 Brooklyn	Parent/Guardian		
379 Sahil Hosali	Yes	Bronx High School of Science	Student	No							

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380 Kristin mi ees	Yes		Faculty	No							
381 Martin Wax	Yes	Jamaica High School	Alumnus	Yes	Ryan Junior High School PS216	Alumnus	Yes	PS 28 Rufus King Elementary School	Alumnus		
382 Alana wodnicki	Yes	Ps 183	Parent/Guardian	No							
383 Haemi Shin	Yes	Bronx High School of Science	Student	No							
384 Susan Justice	Yes	HS Telecommunication Arts & Technology	Staff	No							
385 Patrick Sprinkle	Yes	NYC Lab School for Collaborative Studies	Faculty, UFT Chapter Leader	No							
386 Rebecca Simone	Yes	FDR High School	Faculty	No							
387 Rob McGowan	Yes	Earth School	Faculty	No							
388 Sarah Manhardt	Yes	Urban Assembly	Staff	No							
389 Syed Sharif Hassan	Yes	The Bronx High School of Science	Student	No							
390 Jodi Caplan	Yes	Bronx High School of Science	Parent/Guardian	No							
391 Reyhan Mehran	Yes	PS 146 (Brooklyn New School)	Parent/Guardian	Yes	Millennium Brooklyn High School	Parent/Guardian	No				
392 siddiq mohammed	Yes	bronx science	Student	No							
393 Chirine Faraj	Yes	John Bowne High School	Faculty	Yes	YABC at Flushing High School	Faculty	No				
394 Victor Li	Yes	Bronx High School of Science	Alumnus	No							
395 Christian Morehouse	Yes	City School of the Arts	Staff	No							
396 Myrna Gomez	Yes	High School of Telecommunications	Staff	Yes	Fort Hamilton High School	Staff	No				
397 alexandra zwiibel	Yes	bronx science	Student	No							
398 Joanna Yuen	Yes	Bronx High School of Science	Student, Parent/Guardian	No							
399 Michael Palmieri	Yes	Ps/s 187	Parent/Guardian	No							
400 Joshua Chasteen	Yes	Manhattan center of science and math	Student	No							
401 Arellis Carrion	Yes	PS 169k	Staff	Yes	Hellenic Classical Charter School	Parent/Guardian	Yes	Susan B Wagner High School	Parent/Guardian		
402 Chelton Forbes	Yes	Scholars' Academy	Student	No							
403 Emilia Lord	Yes	Bronx High School of Science	Faculty, Alumnus	No							
404 Adam Segal	No										I want my former colleagues to have safe working conditions
405 Ilana Storage	Yes	Brooklyn Technical High School	Parent/Guardian	No						Former teacher in the Bronx	
406 Johanna Vazquez	Yes	High school of Telecommunication Arts and Technology	Faculty	No							
407 Matthew Rappaelson	Yes	High School Of Telecommunications Arts & Technology	Faculty	No							
408 Barbara Spanos	Yes	High School of Telecommunication Arts and Technology	Faculty	No							
409 Amber Hesselberger	Yes	ps 305 Learners and leaders	Parent/Guardian	No							
410 Laurel Tumarkin	Yes	PS 321	Parent/Guardian	No							
411 Constance Giannakakis	Yes	HS for Construction Trades Engineering and Architecture	Faculty	No							

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412 Kathleen Worsdale	Yes	High School of Telecommunications Arts and Technology	Faculty, Staff, Teacher	No							
413 Kayla McDonough	Yes	Ps Ms 20 George J Warden III	Faculty	No							
414 Kharma Lundy	Yes	The Clinton School	Faculty	No							
415 Kathy McCullagh	Yes	Brooklyn Collaborative	Parent/Guardian	No							
416 Jeannette Echeverri	Yes	Sunset Park School P.S. 169	Staff, Teacher	No							
417 Annie Iltin	Yes	PS29	Parent/Guardian	No							
418 Dawn Carlisle	Yes	PS 169	Faculty	No							
419 Bing Qiu	Yes	The Bronx HS of Science	Faculty	No							
420 Christine Bateup	Yes	PS 38 The Pacific	Parent/Guardian	No							
421 Stefanie LaMoriello	Yes	Liberty HS Academy for Newcomers	Faculty	No							
422 Kristen Frade	Yes	PS 130	Parent/Guardian	No							
423 Mario Golden	No										It is absolutely criminal to reopen the schools when the pandemic has worsened, cases among children are increasing, and teachers would be put at great risk. Especially since it is well known the virus has disproportionately impacted poor people/people of color, it seems you must be reminded we are not pawns for your corporate dealings. Your corrupt actions already led to the deaths of thousands of New Yorkers by delaying a response early on in the pandemic. You have blood on your hands already (lots of it), and you must NOT be allowed to get away with a criminal policy again!!
424 Joey Henriquez	No									NA	Don't open the schools
425 Michael Maslankowski	Yes	High School of Telecommunication Arts and Technology	Faculty	No						Friendly of school teachers and parents with children in the school system.	
426 Matthew Silberfein	Yes	Bronx Science	Student	No							
427 Anastassios Rigopoulos	Yes	Bronx High School of Science	Parent/Guardian	No							
428 Haydn Long	Yes	Bronx High School of Science	Student	No							
429 Samara Smith	Yes	PS84	Parent/Guardian	No							
430 Abir Hossain	Yes	Bronx Science	Student	No							
431 Paul Tainsh	Yes	East Side Community High School	Parent/Guardian	No							
432 Adam Estrig	Yes	HSTAT	Faculty	No							
433 Laura Pong	Yes	The Bronx High School of Science	Student	No							
434 Gazi Fuad	Yes	Bronx High School of Science	Alumnus	No							
435 Divya Sarma	Yes	The Bronx High School of Science	Alumnus	No							

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436 Andy Ouyang	Yes	The Bronx High School of Science	Student	No							
437 Ingrid Thomas-Clark	Yes	PS 020	Brooklyn College Student Interns Supervisor	No							
438 Gwendolyn R. Chambrun	No			No							
439 Lily Welsh	Yes	Flushing International HS	Faculty	No							Wait until the pandemic has completely passed.
440 Aruna Chavali	No			No							
441 Alliea Brutus	Yes	PS 89 (manhattan)	Faculty, Staff	No							
442 Samantha Adler	Yes	Bronx High School of Science	Alumnus	No							
443 Gaurav Ellango	Yes	several, as I have nieces and nephews, and family who work in and attend schools	Parent/Guardian, concerned family/friend	No							
444 denise 'Mistah' Coles	Yes	the bronx high school of science	Student	No							
445 Deandra Comello	Yes	Stuyvesant High School	Alumnus	Yes	M.S. 158	Alumnus	Yes	P.S. 203	Alumnus		
446 Elizabeth Doss	Yes	Bronx High school of science	Alumnus	No							
447 Chin Wei Chan	Yes	The Bronx High School of Science	Parent/Guardian	No							
448 Anh-Tho Nguyen Pong	Yes	Archimedes Academy	Administration	No							
449 Miriam Lazar	Yes										
450 Sharon Melady	No										
451 Moe Hay Mann	Yes	Brooklyn Technical High School	Student	No						Private school teacher	
452 Dana Adams	No										
453 Meghan O'Donnell	Yes	PAIHS at Monroe	Faculty	No							
454 Karen Dunner	Yes	PS 333	Faculty	No							
455 Claire Jjang	Yes	Bronx Science High school of fashion industries	Student	No							
456 Katherine collins	Yes		Faculty	No							
457 Heather Copeland	Yes	MS 88, Brooklyn	Parent/Guardian	Yes	UA Maker Academy High School, Manhattan	Parent/Guardian	No				
458 Glenn Elert	Yes	Midwood High School	Faculty	No							
459 Jessica Rodwick	Yes	PS 75	Faculty	No							
460 Christina Gavin	Yes	Herbert H. Lehman High School	Faculty	No							
461 Wink	Yes	Manhattan School for Children PS.333	Faculty	No							
462 Elizabeth Boland	Yes		Faculty	No							
463 Sarah Dye	Yes	High School of Fashion Industries	Faculty	No							
464 Rebekah McAlister	Yes	03M241	Faculty	Yes	03M163 [17]	Faculty	Yes	03M333	Faculty		

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465 Tom Angelo	No	PS 230	Parent/Guardian	No										
466 Jessica Starr, MD	Yes	Walton Campus	Faculty	No										
467 Victoria Alfasso	Yes	The Bronx High School of Science	Alumnus	No										
468 Jessica Lee	Yes	Bronx High School of Science	Parent/Guardian	Yes	Eleanor Roosevelt High School	Parent/Guardian	No							
469 Judy Ng	Yes	Fiorello H LaGuardia High School	Student	No										
470 Nikki Lee	Yes	West Bronx Academy for the Future	Faculty	No										
471 Bethany Riggins-Wallo	Yes	Forest Hills High School	Staff	Yes	PS 212	Parent/Guardian	Yes		Spouse works here					
472 Lindsay Klemas	Yes	Bronx High School of Science	Parent/Guardian	No										
473 Anne-Isabelle CHOUERI	Yes	Brooklyn Technical High School	Faculty	No										
474 Katie Moylan	Yes	Brooklyn Technical High School	Student	No										
475 Andrea Arcia	Yes	PS 96 Richard Rodgers	Faculty, Staff	No										
476 Andrea Keller	Yes	Stuyvesant High School	Faculty	No										
477 Catherine McRoy-Mendall	Yes	Brownsville Academy High School	Faculty, Staff	No										
478 Dawn Hamilton	Yes	West Bronx Academy for the Future	Staff	No										
479 Erica Hyer	Yes	The Bronx High School of Science	Faculty	No										
480 Heidi Li	Yes	Hunter College Elementary School	Faculty	Yes	LaGuardia High School	Alumnus	No							
481 Gayle Kent	Yes	PS 208 and PS 235	Faculty, Parent/Guardian, Alumnus	Yes	EMBER Academy Charter School	Parent/Guardian	No							
482 Barbara Shostal	Yes	Brooklyn Technical High School	Faculty	Yes	290Q	Parent/Guardian	No							
483 Alexander Y Alexander	Yes	P.S.58	Parent/Guardian	No										
484 Joselago Martinez	Yes	P.S.58	Parent/Guardian	No										
485 Rosy Clark	Yes													
486 Nancy Randall	Yes													
487 Noa Kroll	No	Herbert H. Lehman High School	Faculty	No										I do not want to see my teacher friends, nor any teachers and students, exposed to coronavirus for the sake of capitalism and productivity. Teachers are being asked to risk their lives and their students' lives by going back to unsafe schools.
488 ChristiaLea Panzironi	Yes												Friend of public school teachers	

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489 Christina Kennedy	Yes	Stuyvesant High School	Faculty	No			No							
490 Heather M. Nordstrom	Yes	The Clinton School	Faculty	No			No							
491 Christopher Allen	Yes	Millennium High School	Student	No			No							
492 Judy Ryan	Yes	Louis Armstrong Middle School 227q	Faculty	No			No							
493 Isis Janniere-Bates	Yes	High School of Fashion Industries	Alumnus	No			No							
494 David Lee	Yes	JHS190Q Russell Sage JHS	Faculty	Yes	The Bronx High School Of Science	Alumnus	No							
495 Agron Bytyci	Yes	Automotive High School	Faculty	No			No							
496 Keith Kilgore	Yes	Brooklyn Tech	Faculty	No			No							
497 Simone Feigenbaum	Yes	Bronx High School for Medical Science	Faculty	No			No							
498 Neila Santos	Yes	ps. 58	Parent/Guardian	Yes	School of Tourism and hospitality	Parent/Guardian	Yes	Eagle Academy for Young Men	Parent/Guardian					
499 Maria Valleccio	Yes	William Cullen Bryant High school	Parent/Guardian	Yes	Robert F. Wagner	Parent/Guardian	No							
500 David Schepard	Yes	Brooklyn Technical High School	Faculty	Yes	PS 139	Parent/Guardian	No							
501 Jeanne-Marie Rigopoulos	Yes	Bronx High School of Science	Student	No			No							
502 Emilie Fure	Yes	East Side Middle School	Staff	Yes	Bayard Taylor PS168	Parent/Guardian	No							Officials seems to be underestimating how contagious the virus is, thereby endangering public health.
503 Mara Jebesen	No	Lehman High school	Staff	No			No							
504 Madeline Amparo	Yes	International HS at Union Square	Faculty	No			No							
505 Hilary Kopple	Yes	Bronx H. S. of Science	Alumnus	No			No							
506 Natalie Chomet	Yes	Stuyvesant High School	Faculty	Yes	Ps 17X	Faculty	Yes	Pa359	Faculty					
507 Rebecca Feder	Yes	Bronx High School of Science	Faculty	Yes	Midwood High School	Parent/Guardian	No							
508 Frida Ambia	Yes	Bronx High School of Science	Parent/Guardian	No			No							
509 Doreen DeFlorio	Yes	Brooklyn School of Inquiry/Middle School	Parent/Guardian	No			No							
510 Holly White	Yes	The Bronx High School of Science	Faculty	No			No							
511 Sam Liang	Yes	PS 361Q	Parent/Guardian	No			No							
512 Katherine Pearl	Yes	PS 152	Parent/Guardian	No			No							
513 Kimberly Youngs	Yes	Brooklyn Technical HS	Faculty	Yes	PS/IS 206	Parent/Guardian	Yes	John Dewey HS	Alumnus					
514 Jackie Manduley	Yes	PS29	Parent/Guardian	Yes	PS32	Faculty	No							
515 Heather Cantor	Yes	Edward R. Murrow	Staff	No			No							
516 Cirò Scardina	Yes	Future Leaders Institute	Staff	No			No							
517 Dejjray Reed	Yes	Mh2	Parent/Guardian	Yes	Ps-452	Parent/Guardian	No							
518 Sharon Meiri fox	Yes	Flushing International High School	Faculty	No			No							
519 Virginia Benayoun	Yes	The Bronx High School of Science	Student	No			No							
520 Joyce Chen	Yes	The Clinton School	Faculty	Yes	The Annex- pre-k	Parent/Guardian	No							
521 Jessica Nelson	Yes	The 30th Avenue School-Q300 Middle School	Student, Alumnus	Yes	The Bronx High School of Science	Student	Yes	P. S. 166 Henry Gradstein	Student, Alumnus					
522 Humairah Chowdhury	Yes	Bronx High School of Science	Alumnus	No			No							
523 Geo Kester	Yes	IS 61 Leonardo daVinci	Faculty	Yes	PS 79 Francis Lewis	Parent/Guardian	No							
524 Joanna Pawel Tiede	Yes	MS53	Staff	No			No							
525 Joshua Rappaport	Yes													

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526 Florence Gidez	Yes		Staff	No							
527 Isaac Villa	Yes	HS for Innovation in Advertising and Media	Faculty	No							
528 Jill Ebeling	Yes	The Clinton School	Faculty	No							
529 Jessica Harary	Yes	Lehman High School	Staff	Yes	Renaissance High School	Staff	Yes	Peiham Lab High School	Staff		
530 Stephanie Chiu	Yes	High School for Dual Language and Asian Studies	Staff	No							
531 Jamie Chen	Yes	169K	Faculty, Staff	No							
532 Brice Berkoh	Yes	PS 59 The Community School of Technology	Faculty	No							
533 Lydia Aponte	Yes	HpHS	Alumnus	No							
534 Indra Ramnath	Yes	Brooklyn Technical HS	Faculty	No							
535 Leann Goldberg	Yes	Bronx High School of Science	Alumnus	No							
536 Jeffrey Horenstein	Yes	Stuyvesant High School	Faculty	No							
537 Kevin Smith	No									Fiandó is a teacher	My spouse has diabetes and is therefore at greater complication risk from COVID19.
538 EDWIN BETANCES	Yes	Herbert H Lehman campus	Faculty	No							
539 Michael Feder	Yes	East Side Middle School MS114	Faculty	No							
540 Pierre McNeil	Yes	Brooklyn Technical High School	Staff	No							
541 Karen Phua	Yes	The Bronx HS of Science	Student	No							
542 Natasha Finch	Yes	Arturo A Schomburg Satellite Academy, Bronx	Staff	No							
543 Annie Berger	Yes	Midwood High School	Alumnus	No							
544 Watson	Yes	Emily Dickinson	Staff	No							
545 Kristina Lian	Yes	The Bronx High School of Science	Student	No							
546 Leona Teten	Yes	Bronx High School of Science	Student	No							
547 Phyllis Witte	Yes	Brooklyn Tech	Faculty	No							
548 Abigail Western	Yes	Asher Levy	Faculty	Yes	Ps63	Parent/Guardian	No				
549 Mildred Laluz	Yes	PS 274K	Faculty	No							
550 Jaclyn Nadeau, PhD	Yes	Arturo A Schomburg Satellite Academy, Bronx	Faculty	No							
551 Matthew Sarker	Yes	Bronx H.S. of Science	Faculty, Alumnus	No							
552 Nora Lovotti	No										
553 Cathleen Urena	Yes	The Clinton School	Staff, Administration	No							
554 Haiwen Yu	Yes	Bronx high school of science	Parent/Guardian	No							
555 Howard Goldberg	Yes	PS 233	Staff	No							
556 Leonard Beau Scheiber	Yes	The Bronx High School of Science	Faculty	No							

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557 Lauren Walsh	Yes	The Bronx high school of science	Student	No							
558 Chloe Chen	Yes	Bronx High School of Science	Student	No							
559 Tasluba Bushra	Yes	Bronx Science	Student	No							
560 Genoveva Avila	Yes	Bronx High School of Science	Staff	No							
561 Alacías Enger	Yes		Staff	No							
562 Teresa Tartaglione	Yes	Martin Luther King, Jr. Educational Campus	Faculty	No							
563 Naomi Fraser	Yes	Beacon High School	Parent/Guardian	No							
564 Adam Droz	Yes	Lehman HS	Faculty	No							
565 Marangele Rios	Yes	P. S. 76	Faculty, Staff	No							
566 Victoria Kuo	Yes	Bronx Science	Student	No							
567 Sarah Bagge Eastwood	Yes	Urban Assembly School	Faculty	No						Former teacher (P 18,5/208 and P9) and two kids in private school in Manhattan	Former teacher and two kids in private school in Manhattan...its NOT SAFE YET!
568 Lauren Mannheim	No			No							
569 Martina Meijer	Yes	PS 139	Faculty	No							
570 Fairhan Naqib	Yes	The Bronx High School of Science	Student	No							
571 Alvina Rahman	Yes	Bronx Science	Student	No							
572 Corlin Allrich	Yes	Williamsburg Prep HA	Staff	No							
573 Kelly Jeffcoat	Yes	MS 582	Faculty	No							
574 Olivia Swisher	Yes		Faculty	No							
575 Laurence Graber	Yes	Bronx Latin School	Faculty, Staff	No							
576 Paul DeSilva	Yes	The Bronx High School of Science	Faculty	No							
577 Kevin Dwyer	Yes	Herbert Lehman H.S.	Faculty	No							
578 Roxana Cheng	Yes	Bronx Science High School	Parent/Guardian	No							
579 Laura Schneider	Yes	MS137 America's School of Heroes	Faculty	No							
580 Justin Zheng	Yes	Benjamin N. Cardozo High School	Student	No						Friend/relative of DOE employees	I live in NYC & want to keep Covid cases at a minimum
581 Susan Loeb	No										
582 Christopher Eyo	Yes	Westchester Square Academy	Faculty	No							
583 Morgan O'Brien	Yes	Ms177	Faculty	No							
584 Tracy LaGrassa	Yes	The Bronx High School of Science	Faculty	No							
585 Amelia Cernak	Yes	P. S. 452	Administration	No							
586 Jennifer Townsend	Yes	The Earth School	Faculty, Parent/Guardian	Yes	Tompkins Square Middle School	Parent/Guardian	No				I think it is unfair to ask teachers to risk their health and lives, and to risk students taking infection home to vulnerable people in the community.
587 Rachel Vaiga	No										
588 Francesca Lauletta	Yes	PS 89- The Liberty School	Faculty, Staff	No							
589 Natalie Pairizio-Tully	Yes	The Clinton School	Faculty	No							
590 Men-chun Lee	Yes	PS 169 Sunsetpark School	Staff	No							

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591 Lambirni Mavromatis	Yes	Herbert H. Lehman H.S.	Faculty	No							
592 Rachel Smith	Yes	The Clinton School (M260)	Faculty	No							
593 Diana Chan	Yes	Benjamin N Cardozo HS	Staff	Yes	PS221Q	Parent/Guardian	No				
594 Mimi Dong	Yes	Bronx Science High School	Parent/Guardian	No							
595 Rafael Silva	Yes	Flushing International High School	Faculty, Staff	No							
596 Timothy Brett	Yes	Bronx High School of Science	Student	No							
597 Nina Wohl	Yes	Brooklyn Technical H.S.	Faculty	No							
598 Dafna Samoff	Yes	Brooklyn High School of Science	Parent/Guardian	No							
599 Alex Rigney	Yes	Urban Assembly Gateway	Faculty	No						Spouse of a guidance counselor	My wife's health and well being.
600 Mark Hollinger	No										
601 Raisha Yasmin	Yes	The Bronx High School of Science	Student	No							
602 Michael Stratechuk	Yes	Hunter College High School	Faculty	No							
603 Deb Waldman	Yes	Millenium Brooklyn PS 60	Parent/Guardian	Yes	University Neighborhood	Parent/Guardian	No				
604 Megan McGovern	Yes		Faculty	No							
605 Monica Wyche	Yes	PS 452	Parent/Guardian	No							
606 Nicole Allen	Yes	Bronx High School of Science	Parent/Guardian	Yes	The Clinton School	Parent/Guardian	No				
607 Valerie Wald	Yes	Central Park East High School	Faculty	Yes	The Beacon School	Parent/Guardian	No				
608 Tetyana Binder	Yes	The Stuyvesant High School	Parent/Guardian	No							
609 Sibora Boba	Yes	Brooklyn Technical HS	Student	No							
610 Samantha Ho	Yes	Bronx High School of Science	Student	No							
611 Alexander Draper	Yes	Williamsburg Preparatory High School	Staff	No							
612 Michelle Sheehan	Yes	Brooklyn High School of the Arts	Faculty	No	Our World Neighborhood Charter School	Parent/Guardian	No				
613 Denise Psorinos	Yes	Bronx High School of Science	Parent/Guardian	Yes							
614 Shirley Ng	Yes	Bronx High School of Science	Parent/Guardian	No							
615 Jeanyoung Jo	No										
616 Jenice Monserrate	Yes	Ps 364 Earth school	Faculty, Staff	No							
617 Sakina Gulamhusein	Yes	Stuyvesant High School	Student	No							
618 Karen Arneson	Yes	PS 2M	Faculty	No							
619 Jeannite Giordano	Yes	Bronx High School of Science	Parent/Guardian	Yes	Brooklyn Latin	Parent/Guardian	No				
620 Joia Zanet	Yes	PS 527	Parent/Guardian	No							

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621 Anastasia Nikitiina	No													I want to have a stable learning environment. At this point high probability of going back and forth creates unhealthy learning environment not to say high risk for teachers to get sick
622 Michelle Byron	Yes	Bronx High School of Science	Parent/Guardian	No										
623 Tania Pagan	Yes	The Bronx High School of Science	Parent/Guardian	Yes	East Side Middle School	Parent/Guardian	No							
624 Martin Gloster	Yes	Longwood Preparatory Academy	Faculty	No										parent
625 Lars Dietrich	No												PI at Columbia University	It is imperative to keep our community safe.
626 Kimberly Brooks	Yes	The Bronx High School of Science	Faculty	No										It's too soon to open public schools. It's not safe.
627 Scott Emmer	No													
628 Kori Goldberg	Yes	P. S. 146	Staff	No										
629 Yaeng K. Hwang	Yes	Stuyvesant High School	Parent/Guardian	No										
630 Marisol Santos	Yes	P. S. 146	Faculty	No										
631 Chantaya Greene	Yes	Eximus College Preparatory	Staff	No										
632 Danny Dong	Yes	Bronx Science	Parent/Guardian	No										
633 Jeanette Miller	No													As a teacher at a NYC private school, I also believe we need rapid and frequent testing, more research on airborne transmission, before we teach our students in person. There is also the question of how students & staff will all travel safely on public transportation if it becomes crowded. Many private schools will follow the lead of the governor.
634 Carl Landegger	Yes	High School of Art and Design	Faculty	No										
635 Christine poser	Yes	IS 24	Faculty	No										
636 Iris Gelay	Yes	The earth school	Staff	Yes	P.S 64 Robert Simon	Parent/Guardian	No							
637 Nhat Wang	Yes	PS 77 Lower Lab	Parent/Guardian	No										
638 Geoff Rodkey	Yes	Bronx High School of Science	Parent/Guardian	No										
639 Mary Aaron	No												Concerned Citizen	Safety for children and school staff
640 Christy Damio	Yes	Brooklyn Secondary School for Collaborative Learning	Student	No										
641 Lana Babb	No													I believe that students and teachers need to be SAFE. One lost life is one life too many
642 Stacey Au	Yes	Stuyvesant High School	Alumnus	Yes	PS 91	Alumnus	Yes	IS 119	Alumnus	Yes	IS 119	Alumnus	I am a public school teacher in Missouri	
643 Mara Sheffel	Yes		Parent/Guardian	No										

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644	Sazlea Biva	Yes	Bronx High School of Science	Student	No										
645	Leslie Lehman	Yes	Herbert H. Lehman	Faculty	No										
646	Linda Mule	No													
647	Michele O'Brien	No													
648	Lauren Sage Norman	Yes	Urban Assembly School for Leadership and Empowerment	Administration	No										
649	Claire Hong	Yes	Bronx High School of Science	Student	Yes	Louis Pasteur JHS 67	Alumnus, sibling of student	Yes	PS 94 David Porter School	Alumnus, sibling of student					No one should go back to school until it is safe to do so.
650	Mindy Resnick	No													
651	May Wang	Yes	The Bronx High School of Science	Alumnus	No										
652	Amanda Scheiff	Yes		Student	No										
653	Nira Psaltos	Yes	Thomas A. Edison CTE High School	Faculty	No										
654	Barbara Morales	Yes	PS 169k	Staff	No										
655	Shana Norberg RN CNM	Yes	Brooklyn Tech	Parent/Guardian	Yes	Brooklyn School of Inquiry	Parent/Guardian	No							
656	Montaha Rahman	Yes	Bronx High School of Science	Student	No										
657	Jennifer Joyce	Yes	21K226	Faculty	Yes	15K146	Parent/Guardian	No							
658	Anita kuehner	No													
659	Aaron Tang	Yes	Bronx High School of Science	Student	No										
660	Mahdher Zaman	Yes	Bronx Science	Student	No										
661	Justin Tin	Yes	The Bronx High School of Science	Student	Yes	Adrien Block IS 25	Student	Yes	P.S. 107 Thomas A Dooley	Alumnus					
662	Becky Chen	Yes	Bronx High School of Science	Student	No										
663	Melissa Levy	Yes	Booker T. Washington Middle School MS 54	Parent/Guardian	Yes	High School of American Studies at Lehman College	Parent/Guardian	No							
664	Dikki Choden	Yes	Bronx Science High School	Parent/Guardian	Yes	Woodside community school	Parent/Guardian	No							
665	Kim Manning	Yes	Stuyvesant High School	Faculty	No										
666	Nicole shao	No													
667	Megan Weller	Yes	Stuyvesant High School	Faculty	No										
668	Erym Gutierrez	Yes	LaGuardia High School	Student	No										
669	Melanie Pflaum	Yes	Fiorello LaGuardia HS	Faculty	Yes	HSMSE	Parent/Guardian	No							

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670 Joseph Raso	Yes	BFIT	Faculty	Yes	BFIT	Faculty	Yes	Benjamin Franklin Institute of Technology	Faculty	Yes				
671 Ariana Ng	Yes	Bronx High School of Science	Student	No										
672 Jane Barrer	No													
673 Brooke Rogosin	Yes	PS 452	Faculty	No									Retired	The health of our community; protection for teachers and students
674 Chelsea Spencer	No													
675 Catherine Pyne	Yes	Stuyvesant	Student	No										
676 Yasmine Solifer	Yes	PS 166	Parent/Guardian	No										
677 Wilhelmina Domondon	Yes	Bronx High School of Science	Parent/Guardian	No										
678 Annalisa Gadea	Yes	PS 59 Beekman International	Parent/Guardian	No									Concerned NYC resident	I believe it is crucial not to open NYC schools until testing capacity is sufficient and teachers, staff, parents, and students feel safe returning.
679 Marjorie Goodman	Yes	PS110	Faculty, Retired teacher	No										
680 Elena Favero	No													
681 Aimee Tabrizi	Yes	HS for Media and Communications	Faculty, Staff	Yes	LaGuardia HS	Alumnus	No							
682 Kristina Uy	Yes	Stuyvesant High School	Faculty, Staff	Yes	Children's Workshop School	Parent/Guardian	No							
683 Jennifer Dikes	Yes	The Clinton School (M260)	Faculty	No										Safety first! Protect our teachers and kids.
684 Mamadou Bah	No													
685 Iora Mendez	Yes	stepping stone dayschool	Staff	Yes	ps. 71 rose e scala school	Parent/Guardian	No							
686 Miss Rothshi	Yes	Bronx High School of Science	Student	No										
687 Peiyu Hsu	Yes	Bronx Science	Parent/Guardian	No										
688 Christian OConnor	Yes	PS 165 Queens	Parent/Guardian	Yes	Louis Armstrong Middle School Queens	Parent/Guardian	No							
689 Diana Sorgini	Yes	PS 86	Faculty	No										
690 Gregory Hollimon	Yes	PS165Q	Parent/Guardian	Yes	Louis Armstrong Middle School	Parent/Guardian	No							
691 Fariha Kha	Yes	The Bronx High School of Science	Student	No										
692 Arturo Molina	Yes	Eleanor Roosevelt High School	Faculty, UFT Chapter Leader	No										
693 Shahina Khatoon	Yes	The Bronx High School of Science	Parent/Guardian	No										
694 Farah Haider	Yes	The Bronx High School of Science	Student	No										
695 Kimberly Munoz	Yes	Bard High School early college queens	Student	No										
696 Rachel Vales	Yes	The Brooklyn New School	Faculty	No										
697 Dawn Babbush	Yes	A&L 305 United	Staff	Yes	Millennium Brooklyn	Parent/Guardian	No							
698 Stephanie Gallent	Yes	Bronx High School of Science	Student, Alumnus	Yes	The Anderson School	Alumnus	Yes	PS 24	Alumnus	Yes				

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699	Luke Schmidt	Yes	Staten Island Technical High School	Alumnus	No							
700	Ysraelina paula	Yes	Hsmc	Faculty	No							
701	francis reyes	No										
702	Sophia Rueda	Yes	Bayside High School	Student	No							To lessen infections and deaths
703	Jaime Schlesinger	No										I am very concerned about the safety of all families, teachers & the greater community and strongly agree with this letter.
704	Sally Marafra	Yes	The Brooklyn New School	Staff	No							
705	Nancy Anderson	Yes	PS 165Q	Parent/Guardian	Yes	IS 227	Parent/Guardian	No				
706	Franca Wilson	Yes	Michael J Petrides School	Faculty	No							
707	Haya Moline	Yes	PS 281	Faculty	No							
708	Carolyn Feidel	Yes	HS for Public Service	Faculty	No							
709	Simon Cohen	Yes	Flushing International High School	Teacher Mentor	Yes	The International High School at LaGuardia Community College	Teacher Mentor	No				
710	Iatasha rivers	Yes	Canarsie childhood center	Staff	No							
711	Joanna Medina	Yes	Science and Technology Academy: A Mothall School	Parent/Guardian	No							
712	Miriam Nunberg	Yes	Professional Performing Arts High School	Parent/Guardian	Yes	The Beacon School	Parent/Guardian	No				
713	April Glass	Yes	Forest Hills High School	Faculty	No							
714	Melgorzata Zareba	Yes	The Bronx High School of Science	Faculty	No							
715	Sabrina Green	Yes	nyca	Staff	No							
716	Courtney	Yes	PS 452	Faculty	No							
717	Rebecca DelGiudice	No										Having worked in NYC schools, I know how hard it is to get adequate resources to serve students. There is no way NYC schools can safely reopen without equitable access to resources to ensure staff and student safety.
718	Susan McAulay	Yes	A. Philip Randolph High School	Faculty	No							
719	Erica Tao	Yes	Ps138@33	Faculty	No							
720	Anicka Samuels	Yes	Academy for Young Writers	Staff	No							Former DOH mental health consultant for Early Learn programs, now residing upstate in Albany NY
721	Karen Klein	Yes	PS 146: Brooklyn New School	Staff	Yes	MS 88	Parent/Guardian	Yes	Beacon HS	Parent/Guardian		
722	Rebecca Bersohn	Yes	Williamsburg Preparatory HS	Faculty	No							
723	Alicia Folk	Yes	HSSL	Staff	No							
724	Avery Powell	Yes	High School of Fashion Industries	Faculty	No							
725	Shari Lipman	Yes	PS86	Faculty	No							
726	Nancy Larsen	Yes	PS146	Staff	No							
727	Lin Chen	Yes	Bronx HS of Science	Student	No							

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728 Evan Perlin	No													
729 Joe Salina	Yes	Quest to Learn	Faculty	No										
730 Rachel Lane	Yes	The Brooklyn New School	Faculty, Parent/Guardian	Yes	Fort Hamilton High School	Parent/Guardian	No							
731 sarah fernolt	Yes	PS146 / Brooklyn New School	Faculty, Parent/Guardian	Yes	PS 169 Sunset Park School	Faculty	Yes	ICE (Institute for Collaborative Education	Parent/Guardian					
732 Alexis Constantinini	Yes	Park East High School	Faculty	No										
733 Debra Laddin-Glass	Yes	PS 161Q	Faculty	No										
734 Pedro Figueroa	Yes	The Clinton School	Faculty	No										
735 Julia Fisher-Medina	Yes	Sunset Park School 15k 169	Staff, Speech therapist	No										
736 Nancy DiGirolamo	No												Concerned NY state parent	I don't want anymore positive COVID-19 cases in NY
737 Nicole Huang	No													I have many friends and faculty who work at NYC public schools. As a private school teacher waiting for Gov Cuomo's decision, I am also concerned about my own safety.
738 Jennifer Wexler	Yes	The High school for Language and Diplomacy	Faculty	No										
739 Lola Murti	Yes	Bronx Science	Student	No										
740 Yeping Lai	Yes	Sunset Park school	Staff	No										
741 Patricia Garcia	Yes		Faculty	No										
742 Patricia LaGrassa	Yes	Bronx Science	Parent of teacher	No										
743 Sara Slager	No													
744 Cindy Colon Santiago	Yes	PS169 Sunset Park School	Staff, Parent/Guardian	No										
745 Ryan Healey	Yes	Ms 51	Staff	Yes	PS 41	Staff	No							
746 Lindsey Sproul	Yes	PS 261	Faculty, Parent/Guardian	No										
747 Catherine Signoriello	Yes	PS169 Sunset Park School	Faculty	Yes	PS 9 Naples Street School	Parent/Guardian	No							
748 Susan Karp	Yes	Bronx High School of Science	Parent/Guardian	Yes	Frank Sinatra School of the Arts	Parent/Guardian	No							
749 Amanda Padron	Yes	High School of Fashion Industries	Staff	No										
750 Constance Gill	No													
751 Matthew Timuss	Yes	The Bronx High School of Science	Parent/Guardian	No										
752 Robert Reid	Yes	Bronx High School of Science	Parent/Guardian	No										
753 Maura Sheehy	Yes	MS 51 John Harrigan	Parent/Guardian	Yes	Fiorello LaGuardia High School	Parent/Guardian	No							
754 Rachelle Sorensen	Yes	Brooklyn tech	Parent/Guardian	Yes	Salk school of science	Parent/Guardian	No							

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755 Melissa Bourgeois	No										
756 Jamie Lee Nicolas	Yes	The Bronx High School of Science	Student	No							
757 Hannah Miller	Yes	LaGuardia High School	Alumnus	Yes	Robert Wagner Junior High School	Alumnus	No				
758 Lucy Blackford	Yes	Ellis	Staff	No							
759 REBEKAH SLOTNICK	Yes	The Renaissance Charter School	Faculty	No							
760 Rachel Posner	Yes	New Design High School	Faculty	Yes	PS295	Parent/Guardian	No				
761 Ann Hamilton	Yes	Bronx High School of Science	Parent/Guardian	No							
762 Christine Vient	Yes	P. S. 169 BK	Faculty	No							
763 Jose Vargas	Yes	John Dewey High School	Faculty	No							
764 Jordan Lite	Yes	P. S. 166 Richard Rodgers School of Art and Technology	Parent/Guardian	No							
765 Anna Cuccia	Yes	MS 51	Faculty	Yes	St Ann	Student	No				
766 Edward Cable	Yes	West Bronx Academy for the Future	Staff	No							
767 Kristin Taylor	Yes	Dos Puentes	Faculty	No							
768 shelly cunningham	Yes	15k051	Faculty	No							
769 Jasmine Morates	Yes	Robert Simon PS 64	Parent/Guardian	No							
770 Beth Becker	Yes	ms 172	Parent/Guardian	Yes	Ms 126	Faculty	No				
771 Eric Tao	Yes	PS 138 @ 33	Faculty	No							
772 Stephanie Chambers	Yes	The Bronx HS of Science	Faculty	No							
773 Mariana Kerrigan	Yes		Faculty	No							
774 Sarah Randazzo	No									n/a	
775 Anisha Warner	Yes	Kipp Infinity Middle School	Faculty	No							
776 Cyntra Bernardo, PhD	Yes	Brooklyn Technical High School	Faculty	No							
777 Melissa Porter	Yes	PS59	Parent/Guardian	No							
778 Nika Poveikin	Yes	High School of American Studies at Lehman College	Student	No							
779 Natalie Reid	Yes	The Bronx High School of Science	Student	No							
780 Matthew Porter	Yes	PS 59 (Manhattan)	Parent/Guardian	No							
781 Jennifer Chubak	Yes	PS 169 Sunset Park School	Faculty	No							
782 Y Ye	Yes	Sunset Park Elementary School	Staff	No							
783 Alexandra Lafferty	Yes	District 2 Pre-K Centers	Faculty, Staff	No							

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784 Karina Martin Hogan	Yes	Bronx High School of Science	Parent/Guardian	No									
785 Daniel Jewel	Yes	Bronx High School of Science	Parent/Guardian	Yes	PS87 William T. Sherman School	Parent/Guardian	No						
786 Kenneth Ho (a registered voter)	Yes	Bay Academy	Parent/Guardian	Yes	Bronx High School of Science	Parent/Guardian	No						
787 Jodi Kule	Yes	Bronx Science	Parent/Guardian, Member of SLT	No									
788 Haiman cai	Yes	Bronx science	Parent/Guardian	Yes	Hunter college high schools	Parent/Guardian	No						
789 Spiros Raily	Yes	Bronx High School of Science	Parent/Guardian	No									
790 Oliver Grubelic	Yes	Bronx Science	Parent/Guardian	Yes	Salk Middle school	Parent/Guardian	Yes	Eleanor Roosevelt High school	Parent/Guardian				
791 Wei Tang	Yes	Bronx High School of Science	Parent/Guardian	No									
792 Adaikammal Sivapalan	Yes	Bronx High School of Science	Parent/Guardian	No									
793 Suste Leung	Yes	Bronx High School of Science	Parent/Guardian	Yes	Stuyvesant High School	Parent/Guardian	No						
794 Alyssia Daniel	Yes	Bronx High School of Science	Parent/Guardian	Yes	Talented and Gifted School for Young Scholars	Parent/Guardian	No						
795 Qin Mei Lin	Yes	The Bronx High School of Science	Parent/Guardian	No									
796 Carter Stanley	Yes	Bronx Science	Parent/Guardian	No									
797 Mulan Lin	Yes	Bronx High School of Science	Parent/Guardian	Yes	John Bowne elementary school P.S.20	Parent/Guardian	No						
798 David Stearns	Yes	The Beacon School	Parent/Guardian	Yes	Middle School 88	Parent/Guardian	No						
799 Leticia Labre	Yes	The Bronx High School of Science	Parent/Guardian	Yes	Art and Design High School	Parent/Guardian	No						
800 Deborah Yasinsky	Yes	The Bronx High School of Science	Parent/Guardian	No									
801 Joy Saleh Roberts	Yes	Bronx High School of Science	Parent/Guardian	Yes	Stuyvesant High School	Parent/Guardian	No						
802 Margaret Whitehead	Yes	Adlai E Stevenson Educational Campus including 10 Public MS & HS	Faculty	Yes	Walton H.S. JHS 141&143. & PS 122	Alumnus	Yes	Bronx Leadership Academy	Parent/Guardian				
803 Mahin Hossain	Yes	Bronx high school of science	Parent/Guardian	Yes	Tag young scholars	Parent/Guardian	No						
804 Joshua Schapiro	Yes	Peck Slip School	Parent/Guardian	No									
805 Surya Gurung	No												
806 Michael Braner	Yes	Bronx Science	Parent/Guardian	No									
807 Elizabeth Ferront	Yes	Bronx Science High School	Parent/Guardian	Yes	NYC Lab High School	Parent/Guardian	No						
808 Doreen Toscano	Yes	Bronx School of Science	Parent/Guardian	No									
809 Lawrence Ang	Yes	Bronx Science High School	Parent/Guardian	No									
810 Neng Hang, Zhang	Yes	The Bronx High School of Science	Parent/Guardian	No									
811 Domenick Danza	Yes	Sunset Park School	Faculty	No									
812 Eugene Khosid	Yes	Bronx High School of Science	Parent/Guardian	Yes	MS 167	Parent/Guardian	No						
813 Hsu-Ling Wang	Yes	PS452	Administration	No									
814 WAI YUEN	Yes	THE BRONX HIGH SCHOOL OF SCIENCE	Parent/Guardian	Yes	THOMAS JEFFERSON ELEMENTARY SCHOOL P.S.22	Parent/Guardian	No						
815 Sarah Kuhner	Yes	MS 324	Faculty	No									

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	Dr. David Coven and Diana Coven	Yes	Bronx Science High School	Parent/Guardian	Yes	East Side Middle School	Parent/Guardian	Yes	PS 6	Parent/Guardian					
816	Diana Coven	Yes	Bronx Science HS	Parent/Guardian	Yes	MS 158 Marie Curie	Parent/Guardian	No							
817	Monique Jethwani	Yes	Bronx High School of Science	Parent/Guardian	No										
818	Pochara Uthairungsri	Yes	The Bronx High School of Science	Parent/Guardian	No										
819	Paromita Talukder	Yes	The Bronx High School of Science	Student	No										
820	Tajlei Lewis	Yes	Bronx Science	Parent/Guardian	No										
821	Upama Hasan	Yes	BTHS	Student	No										
822	li zhang	No													不能开改
823	Michèle D. Montana	Yes	NYC Department of Education	Retired Administrator	No										
824	Caryn Weinberg	Yes	Bronx HS of Science	Parent/Guardian	Yes	Booker T Washington Middle School	Parent/Guardian	No							
825	Navaporn Uthairungsri	Yes	Bronx High School of Science	Parent/Guardian	No										
826	Alan J. Carr	Yes	Bronx Science High School	Parent/Guardian	No										
827	Barbara Cross-Madrigal	Yes	GW Educational Campus	School Psychologist	Yes	Gregorio Luperon HS	School Psychologist	No							
828	Kaita Raab	Yes	Bronx Science	Parent/Guardian	No										
829	Dmitry Nemirovsky	Yes	Bronx Science	Parent/Guardian	No										
830	Hong Guan	Yes	The Bronx High School of Science	Parent/Guardian	No										
831	Samuel DeJesus	Yes	IS93Q	Staff	Yes	PS68Q	Parent/Guardian	Yes	UA Maker Academy	Parent/Guardian					
832	Benjamin Caldwell	Yes	Bronx Science	Parent/Guardian	No										
833	Susan Talbot	Yes	Bronx High School of Science	Parent/Guardian	No										
834	Travis Jaffry	Yes	Equality Charter High School	Student	No										
835	Michael Droege	Yes	Bronx High School of Science	Parent/Guardian	Yes	LaGuardia HS of Performing Arts	Parent/Guardian	Yes	The Computer School	Parent/Guardian				Independent schools are also affected by Cuomo's decision and having NYC public schools open will impact us all in the community b/c of the increased likelihood that Covid will spike again in our area. None of us should be returning to in-person learning and teaching at this time.	
836	Jennifer Tammi	No													
837	Rachel Piven	Yes	KAPPA International High School	Faculty	No										
838	Jocelyn Benford	Yes	PS 32 - Brooklyn	Faculty	Yes	PS 261 - Brooklyn	Former faculty and parent	No							
839	Jason Davis	Yes	Bronx High School of Science	Parent/Guardian	Yes	PS/IS 217	Parent/Guardian	No							
840	Michelle Gabriel Stibe	Yes	Manhattan Hunter Science High School,	Parent/Guardian	Yes	Robert F Wagner MS 167 NYC	Parent/Guardian	No							
841	Doug Bost	Yes	Bronx High School of Science	Parent/Guardian	No										
842	Tony Lau	Yes	Bronx Science	Parent/Guardian	No										
843	Senthilnathan Vedaiyan	Yes	PS 316 - Queens Explorer Elementary School PS/316	Parent/Guardian	Yes	The Bronx Highschool of Science	Parent/Guardian	No							
844	Yuval Tresser	Yes	Bronx High School of Science	Parent/Guardian	Yes	PS 165 - Robert E. Simon	Parent/Guardian	No							
845	Deborah Sisane	Yes	The Gil Hodges School	Faculty	No										

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846	Kathryn Reklis	Yes	PS 166Q	Parent/Guardian	No							
847	Claudia Saavedra	Yes	Bronx High School of Science	Parent/Guardian	No							
848	Sabina Smajlaj	Yes	The Bronx High School of Science	Parent/Guardian	No							
849	Dr. Roni Klass	No										
850	Ruth Berger	Yes	Bronx Science	Parent/Guardian	No							
851	Yanping Li	Yes	Bronx High School of Science	Parent/Guardian	No							
852	Katie Strauss	Yes	District 2 Pre-K Center	Faculty, Staff	No							
853	Karen Capucilli	Yes	Urban Assembly Gateway School for Technology, Frank Sinatra School of the Arts	Parent/Guardian, Kids graduated from these schools, doing remote college semesters	Yes	Frank Sinatra School of the Arts	Parent/Guardian, Child graduated and is attending college semester remotely	No			Friend of a NYC counselor, Cousin of NY residents	As a parent, grandparent, health conscious individual, Ph.D. educator at the University of Miami, and someone who is completely aware of the necessity of our children getting educated, and one who is watching our country going in the wrong direction regarding the seriousness of the coronavirus, I stand firmly behind making sure our children – and everyone – remains healthy and at the lowest risk of contracting this potentially fatal disease.
854	Sharda Dass	No										
855	Jacqueline Cinguina	Yes	The Bronx High School of Science	Parent/Guardian	No							
856	Carly Adams	Yes	Brooklyn Technical High School	Student	No							
857	Arno Klein	No										3 children- health risk- full remote learning
858	YUNGAN WU	Yes	BRONX HIGH SCHOOL OF SCIENCE	Parent/Guardian	No							
859	Thibault Kelson	Yes	Bronx High School of Science	Student	No							
860	Esperanza Sierra	Yes	Bronx science high school	Parent/Guardian	Yes	M223	Parent/Guardian	No				
861	Marcelo Labre	Yes	Bronx High School of Science	Parent/Guardian	Yes	High School of Art and Design	Parent/Guardian	No				It would be foolish not to contain this disease before allowing our children to aggregate at schools.
862	Daniel Jimenez	Yes	Our World Neighborhood Charter ES	Parent/Guardian	Yes	Brooklyn Technical High School	Parent/Guardian	Yes	Bronx High School of Science	Parent/Guardian		
863	Maria Singh	Yes	The Bronx high school	Parent/Guardian	No							
864	minjin lee	Yes	Bronx Science	Parent/Guardian	No							
865	Ralph Crowley	Yes	Bronx Science	Parent/Guardian	No							
866	Kate Noble	Yes	The High School of Fashion Industries	Staff	No							
867	Katie Giberson	Yes	The Clinton School	Faculty	No							

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868 Suzanne Fromm	Yes	Bronx High School of Science	Parent/Guardian	Yes	Frank Sinatra School of the Arts	Parent/Guardian	No			No			
869 Hector Diaz	Yes	Bronx Science High School	Parent/Guardian	No									
870 Debra Karstein	Yes	Bronx High School of Science	Parent/Guardian	Yes	Laguardia High School of Performing Arts	Parent/Guardian	No						
871 Diana Mendez	Yes	PS 169	Faculty	No									
872 Almaz Zelleke	Yes	The Bronx High School of Science	Parent/Guardian	No									
873 Sookhyun Ghong	Yes	Bronx high school of science	Parent/Guardian	No									
874 Amy Cai	Yes	PS 169	Faculty, Staff	No									
875 Solita Riley	Yes	PS 75	Parent/Guardian	No									
876 Jim Andreilo	Yes	The Bronx High School of Science	Parent/Guardian	No									
877 Judy Lim	Yes	Bronx Science	Parent/Guardian	No									
878 Melissa Hillers	Yes	Bronx Science	Parent/Guardian	No									
879 Gina Moriarty	Yes	PS 70Q	Faculty	Yes	PS 166Q Henry Gradstein	Parent/Guardian	Yes	IS 126 Albert Shanker	Parent/Guardian	Yes			
880 Linda Peralta	Yes	Bronx HS of science	Parent/Guardian	Yes	The Bronx High School of Science	Parent/Guardian	No	PS 13 clemente c Moore	Parent/Guardian	No			
881 Jenifer Kwong	Yes	The Bronx High School of Science	Parent/Guardian	Yes	PS 193Q Alfred J. Kennedy	Parent/Guardian	Yes		Parent/Guardian	No			
882 David Teten	Yes	Bronx Science	Parent/Guardian	No					Parent/Guardian	No			
883 Danielle Donovan	Yes	Bronx High School of Science	Parent/Guardian	No									
884 Karolin Falk	Yes	The Bronx High School of Science	Parent/Guardian	No									
885 Shelley Stansfield	Yes	Bronx High School of Science	Parent/Guardian	No									
886 Wilson Chan	Yes	Bronx HS of Science	Parent/Guardian	Yes	Stuyvesant HS	Parent/Guardian	No						
887 Sui Jeong	Yes	Bronx science	Parent/Guardian	No									
888 Eden Stevenson	Yes	PS94Q	Faculty	No									
889 Karyn Pavich	Yes	PS166Q He Tu Gradstein	Parent/Guardian	No									
890 Miju Lee	Yes	Bronx High School of Science	Parent/Guardian	No									
891 Jason Polkovitz	Yes	Bronx Science	Parent/Guardian	Yes	PS 144 - Col. Jeromus Remsen	Parent/Guardian	No						
892 Lan Gong	Yes	The Bronx High School of Science	Parent/Guardian	No									
893 Kristen Ruckl	Yes	Bronx high school of science	Faculty	No									
894 Beth Abrams	Yes	Preparatory Academy For Writers	Parent/Guardian	No									
895 Ophelia Morris	Yes	MS 51	Parent/Guardian	Yes	PS 360Q	Parent/Guardian	Yes	Excelsior Preparatory High School	Faculty	Yes			
896 Timothy Moss	Yes	PS166	Parent/Guardian	Yes	Fiorillo S Laguardia	Parent/Guardian	No						
897 Colleen Kim	Yes	Bronx High School of Science	Parent/Guardian	No									
898 Ella Stanley	Yes	High School for Public Service	Student	No									
899 Danielle Bullock	Yes	KAPPA International High School	Faculty	Yes	High School of Art and Design	Parent/Guardian	Yes	IS 259, Brooklyn	Parent/Guardian	Yes			
900 Christopher Green	Yes	Essex Street Academy	Faculty	No									
901 Grace Downs	Yes	Is 25	Alumnus	No									
902 Cristie Praeger	Yes	Essex Street Academy	Faculty	No									
903 Yee Cheng	Yes	Rose E. Scala P. S. 71	Parent/Guardian	Yes	The Bronx Science High School	Parent/Guardian	No						
904 Maya Tolstoy	Yes	Bronx High School of Science	Parent/Guardian	No									

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905 Will Goertzel	Yes	PS 89 X	Faculty	No			No			No				
906 David Spital	Yes	Bronx High School of Science	Parent/Guardian	Yes	Performing Arts High School	Parent/Guardian, Alumnus	No			No				
907 Linda Ruiz	Yes	PS 169	Faculty	No			No			No				
908 Florence Chan	Yes	Bronx high school of science	Parent/Guardian	Yes	Baccalaureate school for global education	Parent/Guardian	No			No				
909 Jason Pascual	Yes	Bronx High School of Science	Parent/Guardian	No			No			No				
910 Ragia Elhaddad	Yes	Bronx High School of Science	Parent/Guardian	Yes	PS 155	Parent/Guardian	No			No				
911 Juliet Schlefer	Yes	PS 321	Alumnus	Yes	New Voices school of academic and creative arts	Alumnus	Yes	Edward R Murrow High School	Alumnus	Yes				
912 Phoebe Stearns	Yes	MS. 88	Student	No			No			No				
913 Teri	Yes	Fort Hamilton High School	Teacher	No			No			No				
914 Beth Mobielle	Yes	Bronx science school	Parent/Guardian	No			No			No				
915 Shin young Ahn	Yes	Francis lewis high school	Student, Parent/Guardian	No			No			No				
916 Stephanie Chen	Yes	The Bronx High School of Science	Parent/Guardian	Yes	NYC Lab School for Collaborative Studies	Parent/Guardian	No			No				
917 Sandra Feist	Yes	The Bronx High School of Science	Parent/Guardian	No			No			No				
918 Youjin Kim	Yes	Bronx High School of Science	Parent/Guardian	No			No			No				
919 Laura Fuentes	Yes		Staff	No			No			No				
920 Gina Piliotti	Yes	Bronx Leadership Academy HS	Faculty	No			No			No				
921 Lacie Gaines	No													We need to ensure the safety of our students, faculty, and staff.
922 Yan Lin	Yes	High school of Bronx science	Parent/Guardian	Yes	Queens high school for sciences at York College	Parent/Guardian	No			No			I work in a NYC University	
923 Keeley McNamara	Yes	PS 122	Parent/Guardian	No			No			No				
924 Alexia Fiske	Yes	Union Square Academy for Health Sciences	Faculty	No			No			No				
925 Sue chabs	Yes	The Bronx HS of science	Parent/Guardian	No			No			No				
926 Karen Denker	Yes	Bronx High School of Science	Parent/Guardian	Yes [18]	PS 277 [19]	Faculty [20]	No [21]			No [21]				
927 Nide Villanueva	Yes	PS 26Q Rufus King	Parent/Guardian	Yes	Bronx Science High School	Parent/Guardian	No			No				
928 Lori Feldstein-Gardner	Yes	PS 112	Faculty	No			No			No				
929 Rebekah Maginnis	Yes	Tompkins Sq Middle School	Faculty	Yes	PS 29	Parent/Guardian	No			No				
930 Jahayra Chrismer	Yes	Ella Baker School	Parent/Guardian	Yes	Hunter College Elementary School	Parent/Guardian	No			No				We cannot prioritize returning to in-person schooling over the health and safety of students and teachers
931 Josh Krigman	No													
932 Maria Velazquez-Llanes	Yes	Public School 169	Faculty	Yes	John Dewey High School	Parent/Guardian	No			No				
933 Mirayn Feist	Yes	The Bronx High School of Science	Student	No			No			No				
934 hyunse lee	Yes	bell academy in queens	Parent/Guardian	No			No			No				
935 Julie Biggane	Yes	Tompkins Square Middle School	Faculty	No			No			No				

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936 Rachel Lim	No													
937 Jordan Boyce	Yes	Media High school	Faculty	No										
938 Annette Persaud	Yes	Bronx High School of Science	Parent/Guardian	Yes	Francis Lewis High School	Parent/Guardian	No							
939 Addie Male	Yes	District 15	Faculty	No										
940 Cynthia Olavaria	Yes	PS169	Staff, Parent/Guardian	Yes	PS/IS229	Parent/Guardian	No							
941 Enid Graham	Yes	BronxScience	Student	Yes	Hamilton Grange Middle School	Parent/Guardian	Yes	PS/IS 187	Parent/Guardian					
942 Ryan Ebeling	No													
943 Alessia Valfredini	Yes	Bronx Science HS	Parent/Guardian	No										
944 Pamela Flanagan	Yes	TSMS	Faculty	Yes	Earth school	Parent/Guardian	No							
945 Adia Tucker	Yes	PS 175Q	Parent/Guardian	No										
946 Gerald Leong	Yes	Bronx High School of Science	Parent/Guardian	Yes	Brooklyn Tech	Parent/Guardian	Yes	PS 452	Administration	Spouse of Administration Staff				
947 Silvana Petrovici	Yes	Bronx High School of Science	Parent/Guardian	No										
948 Julie Schildkraut	Yes	Middle School 88, Brooklyn	Faculty	Yes	PS/IS 104, Brooklyn	Parent/Guardian	Yes	High School of Art and Design, NY, NY	Parent/Guardian					
949 Rebecca Garfe	Yes	Ella Baker	Parent/Guardian	Yes	PS125	Consultant/ PD provider/ student teacher supervisor	No							
950 Joshua Brown	Yes	High School for Law and Public Service	Spouse of administrator	Yes	PS 97	Alumnus	No							
951 Weili Fang	Yes	Bronx Highschool of science	Parent/Guardian	No										
952 Ginger Tang	Yes	MCSM	Faculty	No										
953 Alina Rodriguez	Yes	PS 169	Faculty	No										
954 Norah Jones	Yes	PS 261	Parent/Guardian	No										
955 Christina Napoli	Yes	PS 452	Faculty	No										
956 Cathy Cheng	Yes	Bronx Science	Parent/Guardian	Yes	PS 163 Flushing Heights	Parent/Guardian	No							
957 Rebecca Gopolan	Yes	Bronx Science HS	Parent/Guardian	Yes	Beacon High School	Parent/Guardian	No							
958 Maria Hantzopoulos	Yes	Q300	Parent/Guardian	No										
959 Sara Thorne	Yes	PS 29	Faculty	No										
960 Miral abuali	Yes	Ps 169	Faculty	No										
961 Luke Jow	Yes	Bronx High School of Science	Student	No										
962 Perry Bradford Badgley	Yes	Stuyvesant High School	Faculty	No										
963 Michael Callagher	Yes	Bronx High School of Science	Parent/Guardian	Yes	Queens Metropolitan High School	Parent/Guardian	No							
964 Laetitia Done	Yes	PS169 SPS	Staff	Yes	PS 516	Parent/Guardian	No							
965 Mayukh Banik	Yes	Bronx High School of Science	Student	No										
966 Yesenia Fernandez	Yes	PS 23	Staff	Yes	PS 86	Parent/Guardian	No							
967 Jacqueline Langone	Yes	15K169 Sunset Park School	Faculty	No										
968 Deborah Mallovsky	Yes	Bronx Science	Parent/Guardian	Yes	Eleanor Roosevelt HS	Parent/Guardian	No							
969 Jean morrone	Yes	bronx science	grandparent	No										
970 Jocelyn Chiu	Yes	Peck Slip School	Faculty	No										

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971 Angelique Ray	Yes	Riverside School for Makers and Artists	Faculty	No							
972 Rezseda Zulfiqar	Yes	High School for Media and Communications	Faculty	No							
973 Mark Green	Yes	The Bronx HS of Science	Parent/Guardian	No							
974 Niki Stefanakis	Yes	Bronx High School of Science	Parent/Guardian	No							
975 Natalie Eng	Yes	Bronx High School of Science	Student	No							
976 Frances Simpson	Yes	Bronx High School of Science	Parent/Guardian	No							
977 maria kontonicolou	Yes	is 141 the steinway school (or bryant)	Student	No							
978 Eleanor Shrier	Yes	IS 839 Tompkins Square Middle School	Staff	No							
979 Alisa Matlovsky	Yes	Bronx Science	Parent/Guardian	Yes	Eleanor Roosevelt	Parent/Guardian	No				
980 Hakimah Richardson	Yes	Bronx school of science	Parent/Guardian	No							
981 Ingrid Estevez	Yes	IS 206B Ann Mersereu	Staff	No							
982 Marzuqa Hasin	Yes	Queens Gateway to Health Sciences Secondary School	Student	No							
983 Sally Lau	Yes	Bronx High School of Science	Student	No							
984 Dorin Miller	Yes	Bronx Science	Parent/Guardian	Yes	Stuyvesant High School	Parent/Guardian	No				
985 Ana Villafane	Yes	Ps536	Parent/Guardian	Yes	Mott hall V	Parent/Guardian	No				
986 Elizabeth Polkovitz	Yes	Bronx High School of Science	Parent/Guardian	Yes	PS144Q	Parent/Guardian	No				
987 Pauline Huang	Yes	Bronx science	Parent/Guardian	Yes	East side middle school	Parent/Guardian	Yes	PS 77 Lower lab	Parent/Guardian		
988 Sharon Gold	Yes	Bronx High School of Science	Parent/Guardian	No							
989 David Sherman	Yes	Frank Sinatra	Parent/Guardian	No							
990 Leah Hirsch	No										
991 Daylyn Lopez	Yes	TAG Young Scholars	Parent/Guardian	Yes	Academic Leadership Charter School	Parent/Guardian	Yes	P.S 130x	Parent/Guardian		
992 Leandra Bricker	Yes	Ps 122	Faculty	No							
993 Jessica Schultz	Yes		Staff	No							
994 Lois Gartenberg	Yes	City Knoll Middle school	Faculty	No							
995 Shannan Brewer	Yes	P373r	Faculty, Staff	No							
996 Mikal Moore	Yes	Kappa international high school	Staff	No							
997 Dorothy Lizardi	Yes	PS 169 sunset park	Faculty	No							
998 TAK SU CHA	No										
999 Lory Myerson	Yes	Bronx Science High School	Parent/Guardian	Yes	MS54 Booker T Washington	Parent/Guardian	No			NYC Public school	
1000 Donna	Yes	P.S. 238	Faculty	No							

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1001 Priya Hariani	Yes	The Bronx High School of Science	Parent/Guardian	Yes	Ps 199 Jesse Isidor Straus	Parent/Guardian	No			No			
1002 Jessica Choe	Yes	Dewitt Clinton High School	student teacher	No									
1003 Shih Chun Na	Yes	Bronx Science	Parent/Guardian	Yes	East Side Middle	Parent/Guardian	Yes	Lowerlab	Parent/Guardian				
1004 Samuel Ang	Yes	Bronx School of Science	Student	No									
1005 Timothy Maginnis	Yes	PS-19	Parent/Guardian	Yes	Tompkins Square	Parent/Guardian	No						
1006 Vielka Ramos	Yes	The Bronx High School of Science	Faculty	No									
1007 Massimo Sacco	Yes	Ps 169 Brooklyn	Faculty	No									
1008 Janet Sciaratta	Yes	PS/IS87	Staff	No									
1009 Nora Skolnick	Yes	PS 25	Student	Yes	John Bowne High School	Alumnus	No						
1010 Anne K. Landolfi	Yes	The Bronx High School of Science	Parent/Guardian	No									
1011 Anne Edgar	Yes	Bronx High School of Science	Parent/Guardian	Yes	MS 217	Staff	No						
1012 Shengke Hu	Yes	Bronx high school of science	Parent/Guardian	No									
1013 Manik Ahmed	Yes	Bronx Science	Parent/Guardian	Yes	P.S. 171 Patrick Henry Prep	Parent/Guardian	No						
1014 Nahida Akter	Yes	The Bronx High School of Science	Parent/Guardian	Yes	Stuyvesant High School	Parent/Guardian	No						
1015 Madhuri Iyer	Yes	PS 87	Parent/Guardian	No									
1016 Joy Gralnick	Yes	Bronwood Preparatory Academy	Faculty, Staff	No									
1017 Jacqueline Veit	Yes	Bronx High School of Science	Parent/Guardian	No									
1018 Hridia Tanha	Yes	Bronx High School of Science	Student	No									
1019 Lydia Maisonave	Yes	PS47	Librarian	No									
1020 Chieko Shido	Yes	Bronx High School of Science	Parent/Guardian	Yes	Bard High School Early College Manhattan	Parent/Guardian	No						
1021 Steve Sweeting	Yes	Bronx Science HS	Parent/Guardian	No									
1022 Jubeda Hossain	Yes	Bronx science high school	Parent/Guardian	No									
1023 Gianna Caramanica	Yes	IS 289, The Hudson River Middle School	Faculty, Staff	No									
1024 Jamie Cermak	No												I don't want anyone to get sick or die - especially my sister.
1025 frances konstantis	Yes	ps169 the sunset park school	Faculty	No								relative of staff	
1026 Estefania Hereira	Yes	The Flushing International H.S.	Faculty	No									
1027 Constantinos Tiligadas	Yes	Bronx Science	Parent/Guardian	No									
1028 Mary Chung	Yes	The Bronx High School of Science	Parent/Guardian	No									
1029 Rosemary Quiles	Yes	PS169	Staff	No									
1030 Vikas Shilpiekandula	Yes	Hunter College Elementary School	Parent/Guardian	No									
1031 Amy Chua	Yes	PS 166	Parent/Guardian	Yes	Q300	Parent/Guardian	No						
1032 Martin Wallace	Yes	Mott Hall 2	Parent/Guardian	No									
1033 Ken zanet	Yes	PS 527	Parent/Guardian	No									
1034 Katherine Dunham	Yes	Bronx High School of Science	Parent/Guardian	No									
1035 Rhonda Keyser	Yes	Bard Early College High School Queens	Parent/Guardian	No									

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1036 Brian Jennings	Yes	Bronx High School of Science (X445)	Parent/Guardian	No									
1037 William Stanley	Yes	Bronx High School of Science	Parent/Guardian	No									
1038 Brooke Tarullo	Yes	Sunset Park School	Faculty	No									
1039 Jon Rowe	No												
1040 Padmavati Eksambe	Yes	Irwin Allman middle school	Parent/Guardian	Yes	The Bronx High school	Parent/Guardian	No						
1041 Emily Fiskio	Yes	MS 104	Faculty	No									
1042 Richard Vargas	Yes	PS 169	Faculty	No									
1043 Magaly McClellan	Yes	The Bronx High School of Science	Stepparent	No									Respect our students, teachers, school staff, and families and do not open our schools until it is safe to do so.
1044 Kyounghee yun	Yes	The bronx high school of science	Parent/Guardian	Yes	J.H.S 194	Parent/Guardian	No						
1045 Jimmy chao	Yes	Bronx high school of science	Parent/Guardian	Yes	Stuyvesant high school	Parent/Guardian	No						
1046 Chris Chang	Yes	STUYVESENT HIGH SCHOOL	Parent/Guardian	Yes	BRONX SCIENCE HIGH SCHOOL	Parent/Guardian	No						We demand that our school buildings be made safe. We demand that frequent, rapid COVID-19 testing be done on ALL students and staff and that contact tracing protocols are in place. We must protect our communities.
1047 Joseph J Cairl	No												
1048 Rachel Rear	Yes	MS 51	Faculty	No									
1049 Michele Ascione	Yes	Abraham Lincoln HS	Faculty	No									
1050 Natalie Solomon	Yes	Flushing International High school	Parent/Guardian	Yes	District 30 PreK Center at Center Blvd	Parent/Guardian	No						
1051 shawn rubel	Yes	NYC lab School for collaborative studies	Faculty	No									
1052 Whitmore	Yes	PPAS	Parent/Guardian	No									
1053 Laura Bassett	Yes	Park Slope Collegiate	Faculty, Staff, Teacher	No									
1054 Gretchen Schwarz	Yes	Fiorello H LaGuardia High School	Faculty	No									
1055 Deborah Ordoñez	Yes	Bronx high school of science	Parent/Guardian	No									
1056 Renee Chin	Yes	P.S. 334	Parent/Guardian, PTA member	Yes	Fiorello LaGuardia HS	Parent/Guardian	No						
1057 Debbie Suarez Cruz	Yes	PS. 7	Staff	No									
1058 Xiaofeng Guan	Yes		Student	No									
1059 Belinda V Rodriguez	Yes	PS169 Sunset Parl School	Staff	No									
1060 Kimberly Hessdra	Yes	M.S.51	Faculty	Yes	P.S. 4	Parent/Guardian	No						
1061 Kris Mark	Yes	MS 51	Staff	No									
1062 Caroline Carrier	Yes		Faculty	No									
1063 Eva Garriga	Yes	Sunset park school	Faculty	Yes	Murrow HS	Parent/Guardian	Yes	Fiorello La Guatidia HS	Parent/Guardian				
1064 Ishrat Ahmed	Yes	Leaders HS	Faculty	No									
1065 Stephanie Lupoli	Yes	PS 122	Faculty	No									
1066 Tover Feist	Yes	Bronx High School of Science	Student	No									
1067 Vicky	Yes		Parent/Guardian	No									

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1068 Nicole Feist	Yes	Bronx High School of Science	Parent/Guardian	No										
1069 Lorraine Quiles	Yes	PS169	Administration	No										
1070 Elizabeth Echevarria	Yes	Silas b dutch	Staff	No										
1071 Del Rosario	Yes	John Bowne HS	Staff	No										
1072 Tiffany Zheng	Yes	The Bronx High School of Science	Student	No										
1073 Mylene rivera	Yes	PS57	Parent/Guardian	No										
1074 Tatiana Roman	Yes	Lorraine Hansberry Academy	Parent/Guardian	Yes	Lehman High School	Parent/Guardian	No							
1075 Fangchen Liu	Yes	Bronx high school of Science	Parent/Guardian	Yes	Ps 163q	Faculty	No							
1076 Lynette Camacho	Yes	PS 169	Faculty, Staff	Yes	Boreum International H. S. k497	Parent/Guardian	No							
1077 Daina Nadler	Yes	Bronx High School of Science	Parent/Guardian	No										
1078 Erik Lieber	Yes	PS108K	Faculty	Yes	Edward R. Murrow High School	Parent/Guardian, Alumnus	Yes	Urban Assembly NY Harbor Schools	Parent/Guardian					
1079 Susan Mehman	Yes	Brooklyn Technical High School	Faculty	No										
1080 Jason	Yes	PS295	Parent/Guardian	Yes	New Design High School	Spouse of faculty	No							
1081 Deanna Enea	Yes	10x445	Faculty, Staff	No										
1082 Judy Chung	Yes	Bronx Science	Parent/Guardian	No										
1083 Beate Sissenich	Yes	Bronx High School of Science	Parent/Guardian	Yes	Computer School	Parent/Guardian	No							
1084 Jennifer Lenn	Yes	Bronx High School of Science	Parent/Guardian	No										
1085 Danielle Schultz	No													
1086 Catherine Gulnick	Yes	PS 154	Staff	No										
1087 Danielle Isaacs	Yes	MS 51 William Alexander	Faculty	Yes	PS 107	Parent/Guardian	No							
1088 Patricia Rinaldi	Yes	Bronwood Preparatory Academy	Staff	No										
1089 Latoya Johnson	Yes	Bronx Science	Parent/Guardian	Yes	MS 390	Parent/Guardian	No							
1090 Dalisa Gomez-Brown	Yes	The Brooklyn New School	Faculty, Staff	No										
1091 John Waters	Yes	John Adams High School	Faculty	No										
1092 Lelia J	Yes	FDR High School	Parent/Guardian	No										
1093 Shamin Sultana	Yes	Forest hills high school	Parent/Guardian	No										
1094 Victoria Pirulli	Yes	High School for Health Careers and Sciences	Faculty	No										
1095 Ivan Diaz	Yes	P.S. 56x Norwood Heights	Faculty, Alumnus	No										
1096 Angela Jankie	Yes	Beacon School	Student	Yes	P.S. 19x Judith K. Weiss	Parent/Guardian	No							
1097 Natalia Wilamowski	Yes	The Bronx Highschool of Science	Parent/Guardian	No										
1098 Orit Huberman	Yes	PS24	Parent/Guardian	No										
1099 Asato Ikeda	Yes	AMS	Faculty	No										
1100 Meredith calder	Yes	PS 168X	Faculty, Staff	No										
1101 Omme Kulsum	Yes	Gotham Professional Arts Academy	Faculty	No										
1102 stephanie perez	Yes													

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1103 Sarada Wilson	Yes		Parent/Guardian, Administration	No										
1104 Kebin Huang	Yes	Bronx high school of Science	Parent/Guardian	No										
1105 Lindsey Matousek	Yes	PS/MS 007 Samuel Stern	Faculty, Staff	No										
1106 Justine Ventrelli	Yes		Parent/Guardian	No										
1107 Allison Kettlewell	Yes	Frank Sinatra School of Performing Arts	Parent/Guardian	No										
1108 Allin Zheng	Yes	Bronx high school of science and mathematics	Parent/Guardian	Yes	Stuyvesant high school	Parent/Guardian	No							
1109 Toni Ann Serratelelli [22]	Yes	MS447- Math & Science Exploratory School [23]	Parent/Guardian	Yes	PS29 Brooklyn, John Harrigan School [24]	Parent/Guardian	Yes [26]	PS41, The Greenwich Village School [27]	Faculty [28]					
1110 Krish Shah	Yes	The Bronx High School of Science	Student	No										
1111 Yeon Ji Park	Yes	03 M 485	Faculty	No										
1112 Mara Seltzer	Yes	Stuyvesant High School	Parent/Guardian	Yes	Anderson Middle School	Parent/Guardian	No							
1113 Vonda Lawrence	Yes	JHS 98 - Herman Ridder	Faculty	No										
1114 Kate kim	Yes		Staff	No										
1115 Sushma Arora	Yes	Stuyvesant High School	Faculty	No										
1116 Vicki Sando	Yes	PS 41	Faculty	No										
1117 Maria Collazo	Yes	Urban Institute of Mathematics	Parent/Guardian	No										
1118 Dana Horn	Yes	The Young Women's Leadership School of Queens	Faculty	No										
1119 Mamma Wai	Yes	Bronx High School of Science	Parent/Guardian	Yes	JHS 190 Russell Sage	Parent/Guardian	No							
1120 Theodora Eleftheriadis	Yes	PS 203 Oakland Gardens	Parent/Guardian	Yes	224Q	Staff	No							
1121 Shailly Gupta Barnes	Yes	PS75 Emily Dickenson	Parent/Guardian	Yes	Columbia Secondary School	Parent/Guardian	No							
1122 Jenny Wong	Yes	The Bronx High School of Science	Parent/Guardian	Yes	NYC Lab MS	Parent/Guardian	Yes	J.H.S. 104 Simon Baruch	Parent/Guardian					
1123 danays baer	Yes	Future Leaders Institute Charter School	Staff	No										
1124 Brian Powers	Yes	Mott Haven Village Prep High School Bronx	Faculty	No										
1125 Courtney Berghahn	Yes	PS 111 (Manhattan)	Faculty	No										
1126 Meg Stewart	Yes	West Bronx Academy for the Future	Faculty	No										
1127 Anoop Singh	Yes	Manhattan Center for Science and Mathematics	Faculty	No										
1128 Tina Li	Yes	Brooklyn Technical High School	Student	No										
1129 Keila Blake	Yes	PS/MS 498x	Faculty	No										
1130 Abigail Loomis	Yes	Brooklyn Arbor (PS 414)	Faculty	No										
1131 Mark Landsman	Yes	Bronx High School of Science	Parent/Guardian	Yes	School of the Future	Parent/Guardian	No							
1132 Dalma Rosa	Yes	New Visions charter school AMS1	Faculty	Yes	PS 56 Norwood Heights Elementary school	Parent/Guardian	Yes	New Visions	Parent/Guardian					
1133 Melissa Goodman	No													
1134 Mohammad Mia	Yes	Bronx Science	Parent/Guardian	Yes	PS12Q	Parent/Guardian	No						Wife of a facility manager	

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1135 Ingrid Buterer	Yes	Fiorello H Laguardia school of music art and the performing arts	Faculty	No			No							
1136 Susan Finnegan	Yes	PS 111x	Faculty	No			No							
1137 Lisa Mackie	Yes	Brooklyn Collaborative Studies	Parent/Guardian	No			No							
1138 Eunjil Park	Yes		Faculty, Staff	No			No							
1139 Nicole St. Clair	Yes	PS 54	Faculty	No			No							
1140 Yumiko Hodges	Yes	Bronx Science High School	Parent/Guardian	No			No							
1141 Angela Charalambous	Yes	Ps 110Q	Faculty	No			No							
1142 Lisa schaffner	Yes	Central Park East 2	Faculty	No			No							
1143 Viktoriya Khanikaeva	Yes	Bronx Science High school	Parent/Guardian	Yes	Fiorello H. LaGuardia High School of Music & Art and Performing Arts	Parent/Guardian	No							
1144 Yu Qian	Yes	Bronx science	Parent/Guardian	No			No							
1145 Tiffany Chumbley	Yes	PS41 Greenwich Village School	Faculty	Yes	Ps212 Midtown West	Parent/Guardian	No							
1146 Ellen Kim	Yes	PS 144 Col. Jeromus Remsen	Faculty, Staff Parent/Guardian	Yes	Ps 169	Faculty, Staff	Yes	Ps32	Parent/Guardian	Yes				
1147 Asteria Sethiadi	Yes		Faculty	Yes	Bronx HS of Science	Parent/Guardian	No							
1148 Ricky Sethiadi	No													Interested only when it's safe for the students.
1149 ANDREW DEL MUNDO	Yes	14k478	Staff	No			No						Parent of current student that's attending the Bronx High School of Science	
1150 Jasmine ortiz	Yes	Bronx Science	Parent/Guardian	Yes	Ps 71 rose e scala	Parent/Guardian	Yes	P.s. 71	Parent/Guardian	Yes				
1151 Danxin chen	Yes	Ps 57 Hubert Humphrey	Parent/Guardian	No			No							
1152 Jasmine Murillo	Yes	MS 447 - Brooklyn	Staff	No			No							
1153 Cheryl Grau	Yes	PS 122	Staff	No			No							
1154 Vivian Cardinale	Yes	PS 41 - Greenwich Village School	Parent/Guardian	No			No							
1155 Gina Peters	Yes	PS 89	Faculty	No			No							
1156 LaRissa Gioia	Yes	The Bronx High School of Science	Staff	No			No							
1157 Shiya Lin	Yes	Academy for Careers in Television and film	Student	No			No							
1158 Tina so	Yes	PS169	Staff	No			No							
1159 Joseph Grogan, Ph.D.	Yes	The Bronx High School of Science	Faculty	No			No							
1160 Rita Lee	Yes	Bronx Science	Parent/Guardian	Yes	IS 98 Bay Academy	Parent/Guardian	No							
1161 Xiaoxia Zheng	Yes	Bronx Science	Parent/Guardian	Yes	Rachel Carson IS237 Community health academy of the heights	Parent/Guardian	No							
1162 Iolani Grullon	Yes	P.S.48M	Faculty	Yes			No							
1163 Theia McDuffie	Yes	Celia Cruz High School	Parent/Guardian	No			No							
1164 Anabel Genao	Yes	District 20 PreK Center 2074	Faculty, Staff	No			No							
1165 Miriam Cohen	Yes	PS 89	Staff	No			No							
1166 Kam Chan	Yes		Parent/Guardian	No			No							
1167 James Maida	Yes	P. S. .169	Faculty	No			No							
1168 Hiromi Ishihara	Yes	The Bronx High School of Science	Parent/Guardian	No			No							
1169 Sophie Sokhna	Yes	The Bronx High School of Science	Parent/Guardian	No			No							
1170 Iris Chan	Yes		Parent/Guardian	No			No							
1171 Jing Zhang	Yes	Bronx Science [29]	Parent/Guardian	Yes	P.S 206 Rego Park	Parent/Guardian	No							

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1172 Iris Chan	Yes		Staff	No										
1173 Jared Beloff	Yes	ACTVF	Staff	No										
1174 Pauline Malda	Yes		Parent/Guardian	No										
1175 Karin Hills Pizarro	Yes	Ps 96 Acy	Staff	No										
1176 Joe Bruun	Yes		Parent/Guardian	No										
1177 Kelsey Bozler	Yes	P.S. 20 Clinton Hill	Faculty	No										
1178 Jonathan Maldonado	Yes	West Bronx Academy	Staff	No										
1179 lisa bueno	Yes		Faculty	No										
1180 Erick Wilson	Yes	Bronx school of Science	Parent/Guardian	No										
1181 Ashley Ngo	Yes	Brooklyn Technical High School	Student	Yes	PS 247	Alumnus	Yes	IS 187 The Christa McAuliffe School	Alumnus	No				
1182 Gillian Fein	Yes	Bronx Science	Parent/Guardian	Yes	Lower Lab	Parent/Guardian	No							
1183 Amy Brenner	Yes	Midwood High School	Staff	No										
1184 Grace Hsu	Yes	The Bronx High School of Science	Parent/Guardian	No										
1185 Linmei Mu	Yes	Bronx High School of Science	Parent/Guardian	No										
1186 Fatima Ginocchio	Yes	Lower east side preparatory high school	Faculty	No										
1187 Tenzin Dadaik	Yes	Bronx Science	Student	No										
1188 Malin Shah	Yes	Bronx High School Of science	Parent/Guardian	Yes	NEST+rm	Parent/Guardian	No							
1189 Vicki Coiro	Yes	IS 73Q	Faculty	No										
1190 Xiaoli Zhong	Yes	Bronx high school of science	Parent/Guardian	No										
1191 Beka Stecky	Yes	The Young Women's Leadership School	Spouse of teacher	No										
1192 Frank Lee	Yes	The Bronx High School Of Science	Student, Parent/Guardian	Yes	JHS 185 Bleeker Edward	Student, Parent/Guardian	No							
1193 Erica Chew	Yes	PS 68X Journey Prep	Parent/Guardian	No										
1194 Grace Chen	Yes	Bronx High School of Science	Parent/Guardian	No										
1195 Wen Li	Yes	Bronx High School of Science	Parent/Guardian	No										
1196 Jody Shankman	Yes	P009Q	Staff	No										
1197 Sam Chan	No													
1198 Romy Neuman	Yes	LaGuardia	Student	No										
1199 Quincy Mangi	Yes	Brooklyn Technical High School	Student	No										
1200 Marisa	Yes		Faculty	No										
1201 Donna	Yes	PS 153X, Bronx	Faculty	No									None	
1202 Tara Althoff	Yes	Nest & Bronx Science	Parent/Guardian, Family & Friend of NYC Public School Teachers	No										
1203 Montiana Lee	Yes	Bronx Science	Student	No										
1204 Mary Amoon-Hickey	Yes	Art and Design HS	Parent/Guardian	Yes	Talent Unlimited HS	Parent/Guardian	No							
1205 Li Ping Xu	Yes	Bronx high school of science	Parent/Guardian	Yes	Ps 130	Parent/Guardian	No							
1206 Abibatou Beloume-Yoni	Yes		Parent/Guardian	Yes	Bronx Science	Parent/Guardian	Yes	Success Academy	Parent/Guardian	Yes				
1207 Pamela McCoy	Yes	ACTVF	parent of an incoming 9th grader	No										

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1208 Karen Perez	Yes	Brooklyn Technical High School	Student	Yes	PS 239	Sibling	No			I live in NYC and I am affiliated with an independent school.	Short-term and long-term health and safety of the students, teachers and community.
1209 Rishika Jain	No										
1210 Thaysha Pacheco	Yes	Ps 723@49	Staff, Parent/Guardian, Paraprofessional	No							
1211 Tan Chu	Yes	Bronx Science	Parent/Guardian	Yes	Beyside High School	Parent/Guardian	No				
1212 Sabrina Poms	Yes	Dos Puentes Elementary [30]	Faculty	No							
1213 Ariel herbert	Yes	Jhs 123	Faculty	No							
1214 Sarah Lewis	Yes	School of the Future	Alumnus	Yes	Manhattan New School	Alumnus	No				
1215 Anna Cho	Yes	Brooklyn Technical High School	Student	No							
1216 Lynette Vale	Yes	Ps.723	Staff	No							
1217 Dr. Lauren Levenson	Yes		Alumnus	No							
1218 Josephine Koh	Yes	PS 41	Staff	No							
1219 Emerald Goldbaum	Yes	Brooklyn Technical High School	Student	No							
1220 Ashley Hawkins	Yes	Bronx High School of Science	Parent/Guardian	No							
1221 Robert Heber	Yes	PS 41	Faculty	No							
1222 Francois De Paul Slatthom	Yes	Bronx Science High School	Parent/Guardian	No							
1223 Khujista Yeasmin	Yes	Bronx High School of Science	Parent/Guardian	No							
1224 Michelle Sagatchik	Yes	Bronx HS of Science College Queens	Faculty	No							
1225 Nicole Mendez	Yes		Student	No							
1226 Nancy Wahl	Yes	PS41	Faculty	No							
1227 Lio Thomas	Yes	The Bronx High School of Science	Student	Yes	JHS 190 Russell Sage Middle School [31]	Alumnus	Yes	PS. 144 Elementary School	Alumnus		
1228 Zoe Adel	Yes	Bronx High School of Science	Alumnus	Yes	Robert F. Wagner Middle School MS167	Alumnus	Yes	PS 40	Alumnus		
1229 Ivy Anderson	Yes	UA Maker Academy	Staff	No							
1230 Courtney England	Yes	HSES	Faculty	No							
1231 Melanie Goldberg	Yes	PS/IS 104 The Fort Hamilton School	Faculty	Yes	The Children's School	Parent/Guardian	No				
1232 Eunice Hong	Yes	The Bronx High School Of Science	Parent/Guardian	Yes	J.H.S. 067 Louis Pasteur	Parent/Guardian	Yes	P.S.94Q David Potter School	Parent/Guardian		
1233 Amelia Winn	Yes	Brooklyn Technical High School	Student	No							
1234 Miranda Tyson	Yes		Staff	No							
1235 Miki Yamamoto-Rodriguez	Yes	Bronx Science	Parent/Guardian	No							
1236 Kate Connors	Yes	John bowrne high school	Faculty	No							
1237 Cindy Cairl	No										
1238 Tess Alpern	Yes	East Village Community School	Faculty	No							
1239 Sana Lee	Yes	NEST+M	Student	Yes	M.S. 104	Alumnus	Yes	P.S. 40	Alumnus		
1240 Melissa Gabrielsen	Yes	Ps214	Faculty	No							
1241 Maya Brand	Yes	PS 41	Faculty	No							
1242 William Wu	Yes	The Bronx High School of Science	Student	Yes	The Bronx High School of Science	Student	Yes		Student		
1243 Susan Ngai	Yes	PS 41	Faculty	No							

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1244 Colleen Behan	Yes	Brooklyn Daily Discovery PreK Center	Faculty	No										
1245 shan Yan	Yes	The Bronx High School of Science	Parent/Guardian	No										
1246 Emma Gluck	Yes	P396k	Faculty	No										
1247 Hemamalini Manickam	Yes	The Bronx High School of Science	Parent/Guardian	No										
1248 Nicole Barnett	Yes	Ps 889k	Parent/Guardian	Yes	District 75	Faculty, Special education Autism Coach	No							
1249 Michelle Trauman	Yes	PS 41	Faculty	No										
1250 Jennifer Kallus	Yes	Millennium High School	Faculty	Yes	Stuyvesant High School	Alumnus	No							
1251 Rebecca Choe	Yes	Ardley high school	Parent/Guardian	Yes	Ardley high school	Parent/Guardian	Yes	Ardley	Parent/Guardian	Yes				
1252 Nina wolowitz	Yes	Ps 27q	Parent/Guardian	No										
1253 Mounsook Yang	Yes	The Bronx High School of Science	Parent/Guardian	No										
1254 Ashley brown	Yes	P723x@189	Staff	No										
1255 Migena Gora	Yes	PS169	Faculty	No										
1256 Tim Lammers	Yes	Earth School	Faculty	No										
1257 Jason rubin	Yes		Staff	No										
1258 Uneesa Ally	Yes	PS 723@49	Staff	No										
1259 Eunice Kim	Yes	The Bronx High School of Science	Student	No										
1260 Selina Akter	Yes	Bronx Science Highschool	Parent/Guardian	No										
1261 Alexandria Tom	Yes		Faculty	No										
1262 Kristen Tresca	Yes	P. S. 462	Faculty	No										
1263 Katrina Morris	Yes	P. S. 103	Faculty, Staff	No										
1264 Inga rubakhin	Yes	Brooklyn's daily discovery pre-k center	Faculty	No										
1265 Jodi Fertoli	Yes	Staten Island Tech HS	Faculty	No										
1266 Darlene Lanausse	Yes	P723X	Staff	No										
1267 Crystal Esteves	Yes	P17x	Staff	Yes	Acción Academy	Parent/Guardian	No							
1268 K. L.	Yes	LeSp	Staff	No										
1269 Fairhana Ferdous	Yes	Bronx Highschool of Science	Parent/Guardian	Yes	P. S 133	Parent/Guardian	No							
1270 Lin Chen	Yes	Bronx High School of Science	Parent/Guardian	Yes	Pmts219	Parent/Guardian	No							
1271 Eva Ahmed	Yes	Long Island city hs	Student	No										
1272 Ashley Gaston	Yes		Staff	No										
1273 Qiaqing wang	Yes	The Bronx High School of Science	Parent/Guardian	No										
1274 Alison Barone	Yes	Ps-36	Parent/Guardian	Yes	Staten Island Technical HS	Faculty	No							
1275 Devaton King	Yes	723	Staff, Parent/Guardian	No										
1276 Clementine roach	Yes	Hunter college high school	Student	No										
1277 Raj Chowdhury	Yes	Bronx High School of Science	Parent/Guardian	No										
1278 Andrew Fitts	Yes	NYC ISchool	Faculty	No										
1279 Ysabel Gutierrez	Yes	P723x@49	Staff	No										
1280 Farah Mohammed	Yes	Bronx science	Parent/Guardian	Yes	Cardoza	Parent/Guardian, Administration	No							
1281 Saori Grunebaum	Yes	Stuyvesant High School	Parent/Guardian	No										
1282 Maria espinosa	Yes	Amber Charter	Parent/Guardian	No										
1283 Patti Armstrong	Yes	Brooklyn Excelsior	Faculty	No										

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1284 Sumi Tang	Yes	West Bronx Academy for the Future	Former faculty	Yes	STAR Early College	Former faculty	No				
1285 Jordan Mangi	Yes	Edward R Murrow HS	Alumnus	Yes	NEST-vm	Alumnus	No				
1286 Sugene Kwon	Yes	PS 41	Faculty	No							
1287 Arsha Uthairungsri	Yes	Bronx High School of Science	Student	No							
1288 Kevin Connolly	No										
1289 Yuan Chen	Yes	The Bronx High School of Science	Parent/Guardian	Yes	The Bronx high school of Science	Parent/Guardian	Yes	Bronx High School of Science	Parent/Guardian		
1290 Nelson Antonio Sifra	Yes	Ps41	Staff	No							
1291 Giselle Contreras	Yes	Herbert H Lehman High School	Faculty	Yes	YABC Lehman	Faculty	No				
1292 Terri Rosen	Yes	PS 54, Brooklyn (13K054)	Faculty	No							
1293 Priscilla Thomas	Yes	International High School for Health Sciences	Faculty	No							
1294 nicole newman	No										
1295 Kit Leung	Yes	The Bronx School of Science	Parent/Guardian	Yes	PS197	Parent/Guardian	Yes	PS131	Staff		
1296 Abbas Misgar	Yes	Bx Sci	Parent/Guardian	Yes	BxSci	Parent/Guardian	Yes	Ps Q220	Parent/Guardian		
1297 Ava Kawamura	Yes	Bronx Science	Student	No							
1298 Rikki Ades	Yes	Bronx Science.	Parent/Guardian	Yes	Salk School of Science	Parent/Guardian	No				
1299 Lisa Pierce	Yes	PS 91x	Faculty, Staff	No						n/a	
1300 Israel Hsu	Yes	The Bronx High School of Science	Parent/Guardian	No							
1301 Mohammed Bhuiyan	Yes	bronx high school of science	Parent/Guardian	Yes	ps 993 at ps/is 208 , district 75	Parent/Guardian	No				
1302 Michael Henry	Yes	LaGuardia HS	Parent/Guardian	No							
1303 Elaine Asato	Yes	Bronx High School of Science	Parent/Guardian	Yes	PS 98Q The Douglasson School	Parent/Guardian	Yes	JHS 157 Q	Faculty		
1304 Alex Nearnpong	Yes	Bronx High School of Science	Student	No							
1305 Chihlan Lu	Yes	Stuyvesant	Parent/Guardian	No							
1306 Clara patti	Yes	Ps41	Faculty	No							
1307 Randy Asile	Yes	Bronx High School of Science	Parent/Guardian	Yes	MS 278 The Paula Hebdavny School	Parent/Guardian	No				
1308 Ann Jenica Jose	Yes	Brooklyn Technical High School	Alumnus	No							

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1309 Stephanie Park	No			Yes	MS 126	Parent/Guardian	No						Unaffiliated	As a member of this society, it is imperative that we maintain strict adherence to rules that aim to keep us all, as a collective, safe. Even if I do not have children myself and am not a teacher, a high prevalence rate of COVID among our students will inevitably lead to propagation and persistence of the virus within our population, giving it more chances to mutate and adapt and gives us less chance of eradicating it with the tools at our disposal now. Until we are ready to wage the type of war we need to wage on the virus to keep it at Bay, we should keep the schools closed.
1310 Tajh Sutton	Yes	PS 250	Parent/Guardian	Yes	MS 126	Parent/Guardian	No							

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1311 Tea Bucciarelli	No								<p>Parent of two children in DOE schools, elementary and middle school.</p>	<p>Although I firmly believe in, in-person education, I do not feel that The DOE cannot sufficiently maintain a safe environment for my children. I would prefer at this point in all the uncertainty before us that the continuation of remote learning be more beneficial academically and emotionally for my children. Consistency is key, and the scattered days in and out of the school building will not provide my children with anything that I deem worthwhile. Despite the overall and inevitable increase in cases that will surely arise by October/November, I feel that the negatives outweigh the positives. As my children have successfully acclimated to the form of isolation we have encountered in these trying months, I only have concern as to how reporting to school with masks and no interaction with their peers will be beneficial. As I have stated before, consistency is key, and therefore conclude that with the DOE not being fully equipped and that my children will be more emotionally traumatized attending school, I would prefer fully remote learning for my children. With that being said, I feel the consistency of a familiar teacher providing their education five days of the week will also be more beneficial in the remote setting. The schools need to be closed as a whole in order for them to achieve the ultimate remote learning experience. With half the Children being home and some in school, there is no way one teacher can provide adequate time to her/his students. I feel the system should be uniform to allow teachers to do their jobs in the best way they can provide in the current situation. Live lessons with help sessions and small group meetings.</p>	

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1312 Rebecca Last	No												
1313 Precious Valerio	Yes	Samara	Parent/Guardian	No									
1314 Afifa Areya	Yes	Bronx Science	Alumnus	No									
1315 Jennifer Melekwe	Yes	138m	Staff	Yes	District 75	Staff	No						
1316 Chang Chen	Yes	The Bronx High School of Science	Student, Alumnus	No									
1317 Ali Polizzi	Yes	East Bronx Academy for the Future	Faculty	No									
1318 Samiuddin Mohammed	Yes	Bronx science high school	Parent/Guardian	Yes	Bronx Center for Science and Math	Parent/Guardian	Yes	PS 94 Kings College School	Parent/Guardian				
1319 Julia Parishall	Yes	PS 295 Brooklyn	Parent/Guardian	No									
1320 Timothy Ree	Yes	Brooklyn Technical High School	Faculty	No									
1321 Sam Stearns	Yes	Beacon	Student	No									
1322 Leyla Richter-Munger	Yes	NEST+m	Alumnus	No									
1323 Jatin Kapoor	Yes	Bronx Science High School	Student	No									
1324 E Yoon	Yes	221q	Staff, Parent/Guardian	No									
1325 ariene terman	Yes	bayridge elementary school	Parent/Guardian	No									
1326 MARCELA DE GIROLAMI	Yes	East Side Community High School	Staff, Social worker	No									
1327 Ana Tiburcio	Yes	Bronx Science High School	Parent/Guardian	No									
1328 Heather Drastal	Yes	Bayside High School	Parent/Guardian	Yes	MSS379Q	Parent/Guardian	No						
1329 Daryl Brown	Yes	East Bronx Academy for the Future	Faculty	Yes	PS 171 Patrick Henry Prep	Parent/Guardian	No						
1330 Kristen Brown	Yes	NYC iSchool	Faculty	Yes	P.S. 171 Patrick Henry Prep	Parent/Guardian	No						
1331 River Strumwasser	Yes	Stuyvesant High School	Student	No									
1332 Faria Kalam	Yes	Brooklyn Technical High-school	Student	No									
1333 Bimal Kar	Yes	Bronx science high school	Parent/Guardian	Yes	PS 11 Q	Parent/Guardian	No						
1334 Ashley Chen	Yes	Brooklyn Tech	Student	No									
1335 Katy Barber	Yes	NYC iSchool	Staff	Yes	PS11	Parent/Guardian	No						
1336 Kathleen Holder	Yes	H.S of Fashion Industries	Faculty	No									
1337 Lucy Del Deo	Yes	Bronx Science	Student	No									
1338 Anisha Kall	Yes	Herbert H. Lehman High School	Faculty	No									
1339 Margaret K. Frey	Yes	various	Staff, After School/Visiting Artist in Residence	No									
1340 Stephanie Cataquet	Yes	ps/ms 004	Parent/Guardian	Yes	high school of American studies at Lehman College	Alumnus	No						
1341 Adel Eleish	Yes	P. S. 146	Staff, Parent/Guardian	Yes	Fort Hamilton High School	Parent/Guardian	No						
1342 Sarah Evans	Yes	PS166Q	Parent/Guardian	No									
1343 Wendy Walsh	No												School should be kept closed until it is safe to go back.
1344 L Law	Yes	Bronx High School of Science	Parent/Guardian	No							None		

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1345 Constance Rich	Yes	Hunter College High School	Faculty	No										
1346 Inna Paskhaver	Yes	Bronx Science	Parent/Guardian	Yes	The Anderson 334	Parent/Guardian	No							
1347 Carol Samuel	No													
1348 Kelly Holliday	Yes	Hunter College Campus Schools	Faculty	No										
1349 Victoria Meng	Yes	Hunter College High School	Faculty, Alumnus	No									Hunter College High School	
1350 Ross Pinkerton	Yes	Hunter College High School	Faculty	No										
1351 Patricia Belpanno	Yes	PS 41 The Greenwich Village School	Faculty	No										
1352 Amy Silverman	No													I provide speech therapy in a public school in Dutchess County. Following the science regarding the transmission of the coronavirus, it is obvious that it is unsafe for schools to reopen to in-person learning. I feel frightened for myself, my colleagues, the students and their families.
1353 Christopher Browne	Yes	High School of Bronx Science	Parent/Guardian	Yes	NS 390	Parent/Guardian	No							
1354 Rebecca Ramirez	Yes	Hunter College High School	Faculty	No										
1355 Nadine Graham	Yes	PS 85Q	Parent/Guardian	No										
1356 Kristin mameil	Yes	PS 154 queens	Faculty	No										
1357 Connie Von Tobel	No													
1358 Nina Rowe	Yes	Columbia Secondary School	Parent/Guardian	No										
1359 Shannon McBride	Yes	Hunter College Elementary School	Faculty	No										
1360 Ada Mercado	Yes	The Bronx High School of Science	Staff	No										
1361 marcus hollhoff	Yes	ps 176	Faculty	No										
1362 Daniel Mozes	Yes	Hunter College High School	Faculty	Yes	Columbia Secondary School	Parent/Guardian	No							
1363 Carolyn Bost	Yes	Bronx Science High School	Parent/Guardian	Yes										
1364 Erica Zimetbaum	Yes	P.S.364M	Faculty	No										
1365 Ryan Keough	Yes	NYC Lab School	Faculty	No										
1366 Zulima Solorzano	Yes	HCCS	Faculty	No										
1367 GB	Yes	PS209	Staff	No										
1368 Paul Lee	Yes	The Bronx School of Science	Parent/Guardian	No										
1369 Kevin Kelleher	Yes	Hunter College Elementary School	Faculty	No										

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1370 Masuma Akter	Yes	The Bronx High School of Science	Parent/Guardian	No							
1371 Elisa Weinberg	Yes	Hunter College High School	Faculty	No							
1372 Diana Londono	Yes	Is 71	Parent/Guardian	No							
1373 Christopher Umuh	Yes	Hunter College High School	Faculty	No							
1374 Amelia Belancourt	Yes	Hunter High School	Faculty	Yes	PS 171	Parent/Guardian	No				
1375 David Berg	Yes	Ps 41	Staff	No							
1376 Ella Turrentine	Yes	The Beacon School	Student	No							
1377 Larry Ling	Yes	Hunter College Campus Schools	Faculty	No							
1378 Michael Keleher	Yes	Hunter College High School	Faculty	No							
1379 Jennifer Godel	Yes	P.s. 153 he lu en keller x11	Staff	No							
1380 Claire Mazzola	Yes	Hunter College High School	Faculty	No							
1381 Alison Ritz	Yes	The Young Women's Leadership School of the Bronx	Faculty	Yes	Bronx High School of Science	Parent/Guardian	Yes	High School of American Studies at Lehman College	Parent/Guardian		We're setting our family & friends, up for failure by making them return to schools that will undoubtedly be packed regardless of days. It will be hard to monitor students & it shouldn't be on educators to do anything other than devote their teaching skills to their students.
1382 Jeanette González	No										
1383 Leah Wurzbarger	Yes	LaGuardia HS	Parent/Guardian	No							
1384 Reha Sterbin	Yes	PS166Q	Parent/Guardian	No							
1385 Joanne Roque	No										
1386 Diruba Khanam	Yes	The Bronx High School of Science	Parent/Guardian	Yes	PS/IS 295Q	Parent/Guardian	No				
1387 Gerr Calandro	Yes	Martin Van Buren HS	Faculty	No							

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1388 Bo Yeon Ihn	Yes	The SEEALL Academy	Staff	Yes	PS/IS 104	Staff	Yes	PS 264	Staff	
1389 Lee Burnley	Yes	PS41	Faculty	No						
1390 Mark Wade	Yes	NYC ISchool	Teacher parent	No						
1391 peck Hsu	Yes	Bronx Science	Parent/Guardian	No						
1392 Jaime Gay	No									
1393 Elizabeth Schmidt	Yes	IS 27R	Staff	No					Friend of a Teacher	My friend is a teacher at NYC ISchool
1394 Emily Zas	Yes	The Beacon School	Student, My mom is a teacher	No						
1395 Matthew Gay	No								friend of a teacher	Safety in schools should be a top priority
1396 Sara Smithback	Yes	International High School for Health Sciences	Faculty	No						
1397 Kristin Scarola	Yes	PS 295	Parent/Guardian	No						
1398 Dimira Munoz	Yes	30Q291	Staff	No						
1399 Lorraine Wade	Yes	NYC ISchool	Teacher parent	No						
1400 Taryn Martinez	Yes	Hunters Point Community Middle School	Faculty	No						
1401 Felicia	Yes	Earth School	Staff	No						
1402 Michelle Rosenberg	Yes	MS915	Faculty	No						
1403 Brooke Nixon-Friedhein	Yes	Long Island City High School	Faculty	Yes	PS 122 Queens	Faculty	Parent/Guardian			
1404 Elizabeth Johnson	Yes	Brooklyn Technical HS	Faculty	No						
1405 Richard Rounly	No									If bars are not safe, if small venue concerts are not safe, schools are not safe. All remote until schools are truly safe. Not one preventable death!
1406 Julianne Carney-Chung	No									I teach at Hunter College High School
1407 Nadis Ovalles	Yes	Grenwich Village school	Staff	No						
1408 Evanitha Basies	Yes	Hunter, Illegal High School	Faculty	No						
1409 Jessica Smith	Yes	The Earth School	Staff	Yes	Brooklyn New School	Staff	Parent/Guardian			
1410 Mohammed Miah	Yes	Bronx high school of science	Parent/Guardian	No						
1411 Alex Cuff	Yes	Academy for Young Writers	Faculty	No						
1412 Lorraine Martinez	No									
1413 Mercedes Fichman	Yes	Hunters Point International High School for Health Sciences	Faculty	No						Health concerns for students and faculty
1414 Alex Porter	Yes	Hunter's Point Community Middle School	Faculty	Yes	High School for Art and Design	Faculty	Parent/Guardian	Boerum Hill School for International Studies	Parent/Guardian	
1415 Marguerite Ho	Yes	Brooklyn Technical high school	Faculty	Yes	Academy for Careers in Television and Film	Faculty	Librarian	The Riverview School	Librarian	
1416 Brianna Yau	Yes		Student	No						
1417 Rosa Feeney	No								Family member of teachers	Schools should not be opened until vaccine is available and required for all students

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1418 Micheline Beauty	Yes	Hunter College High School	Faculty	Yes	Townsend Harris High School	Parent/Guardian	No				
1419 Meagan Hammerbacher	Yes	MS 324	Faculty	No							
1420 Rabi Whitaker	Yes	Academy for Young Writers	Faculty	Yes	PS 9 Sarah Smith Garnet	Parent/Guardian	No				
1421 Cristina Rade	Yes	417	Faculty	No							
1422 Rebecca Stern	Yes	Leon M Goldstein HS for the Sciences	Faculty	No							
1423 Jenny Lando	Yes	Q300	Parent/Guardian	Yes	Brooklyn Tech HS	Parent/Guardian	Yes	Q300	Staff		
1424 Sasha Nottage	Yes	Brooklyn Technical High school	Student, Alumnus	No							
1425 Lisa Karakaya	Yes	Baccalaureate School of Global Education	Parent/Guardian	Yes	Hunter College High School	Faculty	Yes	Queens College, CUNY	Faculty		
1426 Jennifer Guifre	Yes	P. S.290	Faculty, Staff	No							
1427 Shok Robertson	Yes	Bronx School of Law and Finance	Faculty	No							
1428 Clarissa Perez	Yes	Hostos Lincoln Academy	Guidance Counselor	No							
1429 Bernice Baeumler	No										
1430 Shaleen Aponte	Yes	M.S.324	Administration	No							
1431 Patty Tabacchi	Yes	PS 6	Faculty	No							
1432 Dustin Brumit	Yes	Emma Lazarus High School for English Language Scholars	Faculty	No							
1433 Susanne C Ritt Nichol	Yes	High School of American Studies at Lehman College	Parent/Guardian	Yes	Beacon School	Parent/Guardian	No				
1434 Kathleen Canzoniero	No										
1435 Elizabeth Lightbown	No	HPCMS	Faculty	No							
1436 Jessica Krivac	Yes	Bronx High School of Science	Parent/Guardian	Yes	Brooklyn Tech High School	Parent/Guardian	Yes	NEST+m	Parent/Guardian		
1437 Roman Dultsin	Yes	P.S. 169	Administration	No							
1438 Emily Hurst	Yes	Bronx Science	Parent/Guardian	No							
1439 Simeon Lipman	Yes	HPCMS	Staff	No							
1440 Ari Holsten	Yes	Bronx High School of Science	Student	No							
1441 Shuyue Chen	Yes	PS290Q	Faculty	No							
1442 Steven Borst	Yes	The Bronx High School of Science	Student	No							
1443 Neil Tov	Yes	ps94K	Faculty	Yes	JHS 190 in Queens	Parent/Guardian	No				
1444 Tsi Tsun John Lo	Yes	Rachel Carson High School for Coastal Studies	Faculty	No							
1445 Kira Bordelon	Yes	Pelham Preparatory Academy	Faculty, Staff	No							
1446 Zachary Itzkowitz	Yes			No							

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1447 Hamamah Johnson-Walsh	No												I work as a Teaching Artist in many different public schools, but I am not affiliated with a specific school.	I'm concerned that schools do not have sufficient resources to safely resume in-person instruction. If we reopen school buildings, a second wave of the virus in NYC is inevitable, and more people will die.
1448 Megan Crawford, Ph.D.	No												While not affiliated with NYC Public Schools, I am a PhD biologist who is also a public school teacher in SC.	NYC has done a remarkable job mitigating the dangerous spread and incidence of SARS-CoV-2 this spring. Unfortunately, my state of SC has not learned from others' mistakes (and learning curve) and still is mandating that teachers and students return to in-person school in a few short weeks. NYC needs to lead by example in order for the US as a whole to get viral transmission, COVID illnesses, and deaths under control. Please continue to be a leader in responding properly to this unprecedented health crisis.
1449 K Mai	Yes	PS 169	Staff	No										
1450 Kathleen OLeary	Yes	Bronx science	Parent/Guardian	Yes	Townsend Harris School	Parent/Guardian	Yes	Louis Armstrong	Parent/Guardian					
1451 Sarah Yorra	Yes	Franklin Delano Roosevelt High School	Faculty	Yes	PS 130 - The Parkside School	Parent/Guardian	No							
1452 Demetri Theodoratus	Yes	FDR High School	Faculty	No										
1453 Michael Mejrini	Yes	FDR High School	Faculty	No										
1454 Karinna Pierrelouis	Yes	FDR HIGH SCHOOL	Staff	Yes	David A. Boody IS 228	Parent/Guardian	No							
1455 Shefki Kodza	Yes	FDR High School	Faculty	No										
1456 Sara Zuckerberg	Yes	Franklin Delano Roosevelt High school	Faculty, Staff	No										
1457 Marc Cinamon	Yes	Fdr hs	Faculty	No										
1458 Kerry Vigilo	Yes	Ps 70 the Belmont school	Faculty	No										
1459 Justin Rlenzie	Yes	Franklin D Roosevelt HS	Staff	No										
1460 April morales	Yes	FDR highschool	Staff	No										
1461 Benajah Koskovich	Yes	Franklin Delano Roosevelt High School	Faculty	No										
1462 Adrienne Naso	Yes	FDR High School	Retired teacher who occasionally subs	Yes	Pershing JHS	Substitute teacher	Yes	Shallow JHS	Substitute teacher					In normal times 50% of the schools I've worked at don't have soap or functioning air conditioner. It is ludicrous to think they will be ready to open in a month with necessary safety precautions
1463 Clara Kundin	No	FDR HighSchool 20k505	Faculty, Staff	Yes	FDRHS	Staff	No							
1464 Mary Cidoni	Yes	Bronx high school of Science	Parent/Guardian	No										
1465 Abigail Gampel	Yes													

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1466 Connie Montagne	Yes	FDR HIGH SCHOOL	Parent/Guardian	No							
1467 Andy Nissinboim	Yes	K617 - High School for Innovation in Advertising and Media	Faculty	No							
1468 Sadie Sherman	Yes	Bronx Science	Student	Yes	PS 334 The Anderson School	Alumnus	No				
1469 Meriyem sanmi	Yes	Franklin D roosevelt	Staff	Yes	PS204	Parent/Guardian	No				
1470 Annie Romano	Yes	PS184	Parent/Guardian	Yes	JHS 194	Parent/Guardian	No				
1471 Eric Wong	Yes	FDR High School	Staff	No							
1472 Ieena Dave	Yes	FDR High School	Faculty	No							
1473 Jazmin Trani	Yes	Franklin D Roosevelt High School	Staff	No							
1474 Carmela Grillo-Accardo	Yes	FDR HSv	Faculty	No							
1475 Tracey Leibowitz	Yes	Franklin D Roosevelt HS	Faculty	No							
1476 Florinea Lund	Yes	New Dorp high school , egbert intermediate, stephanie A. vierno	Parent/Guardian	No							
1477 Theodore Timmisi	Yes	Franklin Roosevelt HS	Faculty	No							
1478 Rosette Rough	Yes	Academy For Young Writers- 19K494	Staff	Yes	Spring Creek Community School	Staff, Athletic Director	Yes	53K	Staff, Unified Sports Coach		
1479 Laura Marzella	Yes	Public School 41, The Greenwich Village School	Staff	No							
1480 Lindsay Manolakos	Yes	Academy for Young Writers	Faculty	Yes	Ps 315	Parent/Guardian	No				
1481 Ellen Haloran	Yes	Hunter's Point Community Middle School	Faculty	No							
1482 Idarnis Jaquez	Yes	PSMS 161	Staff	Yes	PSMS 161	Faculty	Yes		Parent/Guardian		
1483 Jordan Pizzarelli	Yes	Kings Borough Community College	Student	No							
1484 Karen Abrams	No									Parent	
1485 Alexander Khanikaev	Yes	Bronx High School of Science	Parent/Guardian	Yes	Fiorello H. LaGuardia High School	Parent/Guardian	No				
1486 Mary George	Yes	Franklin Delano Roosevelt High School	Faculty	No							
1487 Junie Joute	Yes	FDRHS	Teacher	No							
1488 Samantha Berger	Yes	The High School of Fashion Industries	Staff, Alumnus	No							
1489 Emily Streeter	Yes	PS127	Parent/Guardian	Yes	FDR High School	Faculty	No				
1490 Michelle Torres	Yes	High School of Fashion Industries	Staff, Alumnus	No							
1491 Karlie averett	Yes	District 25 cec	Administration	No							
1492 amelia Theodoratus	No										
1493 Funtola Oyediran	Yes	The Beacon School	Faculty	No							
1494 Kathleen Forman	Yes	FDR High School	Faculty	No							
1495 Vanessa Emile	Yes	FDR HS	Faculty	Yes	MCNDHS	Staff	No			my brother is a nyc teacher.	
1496 Andrea Steele	Yes	East New York Family Academy	Staff	No							
1497 Yenmin Young	Yes	East Side Community High School	Faculty	No							

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1498	Jessica Wolk-Stanley	Yes	Riverdale Kingsbridge Academy	Faculty	Yes	High School for American Studies	Parent/Guardian	No							
1499	Akli Wilson	Yes	School of the Future	Faculty	No										
1500	Cesar ebontia	Yes	Voyages South High School Queens	Faculty	No										
1501	Marie Salmeron	Yes	P.S. 312	Parent/Guardian	No										
1502	Jesusa Meroles	Yes	International Community High School	Faculty	No										
1503	Jonathan Rothman	Yes	Academy for Software Engineering	Faculty	No										
1504	Yumei Lin	Yes	FDR High school	Faculty	No										
1505	Jude Julien	Yes	Bronx HS for Writing and Communication Arts	Faculty	No										
1506	Liz Rosenberg	Yes	Brooklyn New School	Parent/Guardian	Yes	Edward R. Murrow High School	Parent/Guardian	No							
1507	Michelle Lai	Yes	Grant Avenue Elementary	Faculty	No										
1508	Huan Wang	Yes	IS 190	Faculty, Staff	No										
1509	Brian Cohen	Yes	Brooklyn Collaborative	Faculty	No										
1510	shannon claudio	Yes	FDRHS	Staff	Yes	ps8	Parent/Guardian	No							
1511	Shiela Lee	Yes	PS 59, Beekman Hill International School	Faculty	No										
1512	Emma Strickler	Yes	The Clinton School	Faculty	No										
1513	Regina Karagach	Yes	FDR HS	Faculty	No										
1514	Donna Turturro	Yes	Franklin D Roosevelt HS	Faculty, Part time college adjunct	No										
1515	Gabriela BonifazGuzman	Yes	IS 93	Faculty	Yes	PS 153 Maspeth	Parent/Guardian	No							
1516	Tsee Lee	Yes	Brooklyn Technical High School	Faculty	No										
1517	Danielle Graff	Yes	PS15	Staff	No										
1518	Rachel Conford	Yes	P17x	Faculty	No										
1519	Daheng Shen	Yes	New Utrecht High School	Faculty	No										
1520	Adam Chawansky	Yes	Brooklyn Collaborative Studies	Faculty, Staff	No										
1521	Jacquyn Rivas	Yes	Salk School of Science	Staff	Yes	PS 3 The Chairrette School	Parent/Guardian	No							
1522	dionisia vitoria	Yes	hilcrest hs	Faculty	Yes	hilcrest hs	Faculty	No							
1523	Athema Costanza	Yes	FDR HS	Staff	No										
1524	Jae Lee	Yes	The bronx high school of science	Parent/Guardian	No										
1525	Julia Shube	Yes	Harvest Collegiate High School	Faculty	No										
1526	Stefanie Potenza	Yes	FDR HS	Staff	No										
1527	Courtney Tagliarero	Yes	Queens Academy	Staff	No										
1528	Cindy Marshall	No											Family in New York		So it can modeled for my state
1529	Stephanie Kadison	Yes	Bard High School Early College Queens	Faculty	No										
1530	Meredithtowne@gmail.com	Yes	Academy for Software Engineering	Faculty	No										
1531	Josephine Coco	Yes	IS7	Parent/Guardian	Yes	THS	Parent/Guardian	Yes	PS32	Staff					
1532	Michael P. McCormack	Yes	Franklin Delano Roosevelt High School	Faculty	No										
1533	Kasumi Parker	Yes	Hunter College High School	Faculty	Yes	PS/IS 187 Hudson Cliffs	Parent/Guardian	No							

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1534 Scott Taylor	Yes	The Global Learning Collaborative	Faculty	No										
1535 Michelle Dorcely	Yes	Q389 Pre-K Center (3252 37th Street)	Parent/Guardian	No										
1536 Sarah Axler	Yes	FDR High School	Faculty, Staff	No										
1537 Toni Borkowski	No													Schools should open in a manner in which ALL staff and students feel safe. I currently do not feel safe to return to my school, which is not in NYC.
1538 Ariadne Prior-Grosch	Yes	Academy for Software Engineering	Faculty	No										
1539 Joanne Giordano	Yes	Stuyvesant High School	Parent/Guardian	Yes	Nest-rm	Parent/Guardian	No							
1540 Jessica Barrett	Yes	Manhattan Bridges High School	Faculty	No										
1541 Cheryl Wolf	Yes	The Neighborhood School (PS 363)	Staff	Yes	Star Academy (PS 63)	Faculty	No							
1542 Pheona Hunt	Yes	Special Music School	Faculty	No										
1543 Dena Moharrem	Yes	Progress High School for Professional Careers	Faculty	No										
1544 Steve Oszust	Yes	Brooklyn International High School	Faculty	Yes	LaGuardia Community College	Faculty	No							
1545 Michael Jones	Yes	Global Learning Collaborative	Staff	No										
1546 Jin Ling cheung	Yes	FDR HS	Staff	Yes	P. S. 247	Parent/Guardian	No							
1547 Robert Massimi	Yes	The Bronx High School of Science	Faculty	No										
1548 Crisologo Avanzado	Yes	International High School for Health Sciences	Faculty	No										
1549 Nancy Ho	Yes	Stuyvesant High School	Parent/Guardian	Yes	East Side Middle School	Parent/Guardian	No							
1550 Charity Lord	Yes	New Design High School	Faculty	Yes	PS 138	Parent/Guardian	No							
1551 Yelena Weinstein	Yes	NYC Lab School	Faculty	No										
1552 Janet Xiao	Yes	District 20 PreK Center	Staff	No										
1553 Gemma Purdy	Yes	P.S. 59 Beekman Hill International	Faculty	No										
1554 Danielle Adelman	Yes	PS 59 Beekman Hill International School	Staff	No										
1555 Carlos Ortiz	Yes	PS59 Beekman Hill International	Staff	No										
1556 Devan Apletar	Yes	Tompkins Square Middle School	Faculty	No										
1557 Sandra Smith	Yes	The Bronx High School of Science	Faculty	No										
1558 Tagan Rios	Yes	Louis D. Brandeis Campus	Faculty	Yes	P. S. 178	Parent/Guardian	No							
1559 Evan Tao	Yes	Central Park East HS	Staff	No										
1560 Jennifer Kain	Yes	Bronx Science	Parent/Guardian	No										
1561 Susan Vendikos	Yes	PS222	Staff	No										
1562 CEYLAN A SAHIN EKER	Yes	PS 321 WILLIAM PENN	Parent/Guardian	No										
1563 Christina Curran	No													It is not in the best interest of children and their families to make them use public transport and go to small classrooms when a global pandemic is raging.

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1564 Alexandra Shaver	Yes	Bronx Delta PS 392	Faculty	No									
1565 Christina Theodoro	Yes	Brooklyn Collaborative Metropolitan Diploma Plus High School	Faculty	No									
1566 Cyd Johnson	Yes	Peck Slip School, PS 343	Staff	No									
1567 Rebecca Newfield	Yes	Peck Slip School, PS 343	Faculty	No									
1568 Jenna DeCuzzi	Yes	MBHS	Faculty	No									
1569 Francesca David	Yes	PS170 Henry David Thoreau	Faculty, Staff	No									
1570 Lucrezia DeGregorio	Yes	PS 186	Faculty	No									
1571 Nadine Lewis	Yes	Metropolitan Diploma Plus High School	Staff	No									
1572 Abigail Hope	Yes	Riverdale Kingsbridge Academy	Faculty	No									
1573 Kate Stocker	No												I used to teach in NYC and many of my dearest friends are NYC teachers. This needs to more thoroughly thought out!!!
1574 Denise Uschakow	Yes	P36K, district 75	Faculty	No									
1575 Ceina Leroy	Yes	Metropolitan Diploma Plus High School	Faculty	No									
1576 Helen Fleming	Yes	PS 57	Former special education teacher	Yes	Eleanor Roosevelt high school	Alumnus	Yes	Wagner Middle School	Alumnus				
1577 Michael Flanagan	Yes	Riverdale Kingsbridge Academy	Faculty	No									
1578 John Cherichello	Yes	MS 88	Faculty	No									
1579 Cara Cibener	Yes	Tompkins Square Middle School	Faculty	No									
1580 Kathleen Davey	Yes	Brooklyn Technical High School	Faculty	No									
1581 Raphael Nathan Moreno	Yes	PS59	Faculty	No									
1582 Laura Wang	No												I care about the health and safety of my colleagues, my former students & their families, and indeed all of NYC. Keep us ALL healthy by keeping schools closed!
1583 Jamie Selip	Yes	QHST	Faculty	No									
1584 Michael Bonet	Yes	Riverdale Kingsbridge Academy	Faculty	No									
1585 Susan Ullman	Yes	Brooklyn Technical High School	Faculty	No									
1586 Asher Wycoff	No												
1587 Lindsey Powell	Yes	Ps 59	Faculty	No									
1588 Lori Parizman	Yes	Brooklyn Technical High School	Faculty	No									
1589 Laurel DiGianni	Yes	Midwood High School	Faculty	No									
1590 Jean Box	No												I am a concerned person in California who would like to see New York lead the way in rapid testing as a means of safely reopening schools.
1591 Emily Brandt	Yes	Boerum Hill School for International Studies	Faculty	No									

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1592 Patricia Muller	Yes	Franklin D Roosevelt high school	Staff	No							
1593 Catherine Cognaetta	Yes	Fort Hamilton High School	Faculty	No							
1594 Joey Soren	Yes	PS 149Q	Faculty	No							
1595 Stacey Patti	Yes	Stacey Patti	Faculty	No							
1596 David Johnson	Yes	High School for Environmental Studies	Faculty	No							
1597 Nicole Ja	No										
1598 Jordana Fisher	Yes	PS 82Q	Faculty	No						Teacher at a charter school	
1599 Laxchk11	No										
1600 Katelyn Lee	Yes	Bronx High School of Science	Student	No							
1601 Nikoletta Vavasi	Yes	IS237	Staff	No							
1602 Sami Kerwin	No										
1603 Michael Szmyga, PhD	Yes	PS 71	Alumnus	Yes	IS 192	Alumnus	Yes	Herbert H Lehman High School	Alumnus		
1604 Thomas Duncan	Yes	Brooklyn Technical High School	Faculty	No							
1605 Chris Marino	Yes	PS82	Administration	No							
1606 Lisa Wohl	Yes	Central Office - Brooklyn/SI Office of Student Suspensions [32]	Early Resolution Counselor	No							
1607 Ben Struck	Yes	PS 130 The Parkside	Parent/Guardian	Yes	MS 443 New Voices	Parent/Guardian	No			I'm family of a public school teacher	

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1608 Roberto Lopez	Yes	PS 119X	Faculty, Staff	No										
1609 Jennifer Frish	Yes	PS59 Beekman Hill International School	Faculty	No										
1610 Kara MacDevitt	Yes	International High School at Lafayette	Faculty	Yes	PS 139	Parent/Guardian	No							
1611 Matthew Turner	Yes	Urban Assembly Institute of Math and Science for Young Women	Faculty, Staff	No										
1612 Vijayarani Menon	Yes	19K345	Staff	Yes	Frederick Douglass Academy VIII Middle School	Parent/Guardian	No							
1613 Jodie Quegla	Yes	P.S. 157X	Faculty, Staff	Yes	Democracy Prep Charter School (public school)	Parent/Guardian	No							
1614 Sarah Kaplan	Yes	Peck Slip	Parent/Guardian	Yes	MECA	Administration	No							
1615 Pamela Savitt	Yes	Ps 80q	Faculty	No										
1616 Christina Adamidis	Yes	25Q194	Faculty, Staff	No										Too soon for us to reopen
1617 Ronni Rothstein	No			No										
1618 Adam Marcus	Yes	P. S. 32	Faculty, Staff	No										
1619 Mollie Whalen	Yes	PS 59	Staff	No										
1620 Jean Lee	Yes	International High School at Lafayette	Faculty	No										
1621 Sandy Edelman	No													
1622 Erin Hookim	Yes	ps 139	Faculty	Yes	ps18	Parent/Guardian	Yes	ms172	Parent/Guardian					
1623 Mohammed Alomeri	Yes	Brooklyn Technical High School	Faculty	Yes	Marine Park JHS 278	Parent/Guardian	No							
1624 James Booth	Yes	Queens High School for Language Studies	Faculty	No										
1625 Virginia Niles	Yes	PS 157X	Faculty, Parent/Guardian	No										
1626 Andrea Hollowell	Yes	PS 157	Faculty	No										
1627 Ellie Williamson	Yes	Urban Assembly School of Design and Construction	Faculty	No										
1628 Andrew Weissler	Yes	The Urban Assembly School of Law and Justice	Faculty	No										
1629 Raywatte Chan	Yes	Edward R Murrow High School	Staff	Yes	Fort Hamilton High School	Parent/Guardian	No							
1630 Emily Bell	Yes	Academy for Software Engineering	Faculty	No										
1631 Katrina Council	Yes	Manhattan Comprehensive Night and Day High school	Former teacher	No										
1632 Anastasia Romanou	Yes	High School of American Studies at Lehman College	Parent/Guardian	No										
1633 Ariel Borrero	Yes	Franklin Delano Roosevelt High School	Staff	No										
1634 Nicole Kotch	Yes	Ms 88	Faculty	No										
1635 Sarah Casano	No													
1636 Janina Guerra	Yes	PS 16 Q	Faculty	No										
1637 Marfee Rosen	Yes	The Ella Baker School	Faculty	No										
1638 Christina Fernandez	Yes	PSN	Faculty, Staff	No										Teachers and students should not be sacrificed

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1639 Shawn Frazier	Yes	Hostos-Lincoln Academy of Science	Faculty	No							
1640 Katie Lee	Yes	PS 59 Beekman International	Faculty	No							
1641 Shama hinds	No									Parent	
1642 Kara Chen	Yes	Bronx Science high school	Parent/Guardian	Yes	Ps 144	Parent/Guardian	No				
1643 Amanda Aschettino-Ramirez	Yes	Teachers College Community School	Faculty	No							
1644 Priema Choudhury	Yes	PS/MS 194	Community Member	No							
1645 Fernando Restrepo	Yes	PS 191 - The Riverside School for Makers and Artists	Faculty Parent/Guardian	Yes	PS 185 - The Locke School for Arts and Engineering	My wife is the School Secretary there and she got very sick with COVID-19 due to work.	No				
1646 Justine Restrepo	Yes	PS 185 Locke School for arts and engineering	Faculty, Staff [33]	Yes	PS 191 The Riverside School for makers and artists	Parent/Guardian	No				
1647 Sarah Van Elten-Thomas	Yes	KAPPA International High School	Faculty	No							
1648 Michele Brangwen	No										
1649 Katie Pallatto	Yes	PS 54	Faculty	Yes	Arts & Letters United	Faculty	No				
1650 Aprilyn Goyzueta	Yes	Sheridan Academy for Young Leaders	Faculty	No							
1651 Anoinette Chapple	Yes	FDR High School	Faculty	No							
1652 John Chen	Yes	Bronx Highschool of Science	Parent/Guardian	No							
1653 Maryann Sherle	Yes	Hillcrest High School	Faculty	No							
1654 Cecilia Feng	Yes	Stuyvesant High School	Parent/Guardian	Yes	JHS185 Edward Bleeker Junior High	Parent/Guardian	No				
1655 Jeff Guan	Yes	The Bronx High School of Science	Student	No							
1656 Bruce Greenspan	Yes	Brooklyn Technical HS	Faculty	No							
1657 Fatimah Shalash	Yes	Health Professions and Human Services	CBO Site Director of College Services	No							
1658 Amy Eller	No										
1659 Pettol Barnaby	Yes	FDR High School	Faculty	No							

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1660 Barbara Friedland	Yes	Booker T	Parent/Guardian	Yes	Mott Hall 2	Parent/Guardian	No				
1661 Stephina Fisher	Yes	Bronx Academy for Software Engineering Science	Faculty	No							
1662 Gladys Olmo	Yes	The Bronx H. S. of Science	Staff	No							
1663 Leslyn Morris	Yes	06M467	Faculty	No							
1664 Colleen bazinet	Yes	Ps 59	Staff	No							
1665 Sarah McGinn	Yes	Ps59	Faculty	No							
1666 Emma Kushnirsky	Yes	High School of American Studies at Lehman College	Student	No							
1667 Mayarita Castillo	Yes	Urban Assembly School for Green Careers	Faculty	No							
1668 Gina Duclayan	Yes	P. S. 38	Faculty	No						Have lungs, live in NYC	Have lungs, live in NYC, married to a nanny
1669 Elijah Zanzwan	No										
1670 Keshia Arce	Yes	PS 133	Faculty	No							
1671 Norma borrero	Yes	Bronx high school of science	Sister	No							
1672 Eilora Chatterjee	Yes	BronxScience High School	Parent/Guardian	No							
1673 Kate Connelly	Yes	MS51 William Alexander	Retired faculty	No							
1674 Jackson Katz, LMSW	No										My partner is a preschool teacher whose school follows DOE scheduling and protocol. My kid will attend pre-K next year. I have friends and loved ones who are teachers and who are NOT expendable meat sacks meant to prop up capitalism.
1675 Antonette Lericchia	Yes	LaGuardia HS	Faculty	No							
1676 Tanya Santiago	Yes	MS324	Faculty	No							
1677 Caroline Sykora	Yes	Claremont International High School	Staff	No							
1678 Nicole Ferrara	Yes	PS191	Faculty	No							
1679 Amit Kashi	Yes	Rka141	Staff	No							
1680 Molly Balk	Yes	Bronx Envision Academy	Staff	No							
1681 Liz Maron	Yes	Essex Street Academy	Faculty	No							
1682 Kirsten Alor	Yes	PS130	Faculty	No							
1683 Felipe borrero	Yes	Bronx high school of science	Sister in law works at school	No							
1684 Yokasta Evans-Lora	Yes	Brooklyn Arbor PS 414	Faculty	No							
1685 Desiree Rosado	Yes	Jhs 80	Staff	No							
1686 Antonette Timm	Yes	Bronx Little School	Faculty	No							
1687 Deborah Mariland	Yes	PS 186	Faculty	No							
1688 Sebastian Marini	Yes	Bard High School Early College Manhattan	Alumnus	Yes	PS 201 Q - the Discovery School of Inquiry and Research A steam magnet school	Alumnus	Yes	JHS 185 Edward Bleeker	Alumnus		
1689 Ted Ganung	Yes	Isaac Newton Middle School	Faculty	No							
1690 William Cushing	Yes	Riverdale Kingsbridge Academy (MS/HS 141)	Faculty	No							
1691 Ellie Wang	Yes	Bronx High School of Science	Student	No							

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1692	Soni Midha	Yes	East Side Community High School	Faculty	No										
1693	Alexa Edwards's	Yes	I.S. 528 Bea Fuller Rodgers	Staff	No										
1694	Stephanie Acciarito	Yes	Franklin D. Roosevelt High School	Faculty	No										
1695	Judy Chau	Yes	IS 238	Staff	No										
1696	Joseph Mungloli	Yes	EBC High School	Faculty	No										
1697	Anne Bochmer	Yes	PS 59	Faculty	No										
1698	Nsangi Kariamu	Yes	MS 839	Staff	No										
1699	Sandra pikehy	Yes	PS 2010Discovery school for inquiry & research, steam magnet school,	Parent/Guardian	Yes	JHS185 Edward Bleeker	Parent/Guardian	Yes	John Browne HS	Parent/Guardian					
1700	Brooke Winter-DiGirolamo	Yes	Metropolitan Expeditionary Learning School	Faculty	No										
1701	Diana Liu	Yes	Brooklyn Technical HS	Faculty, Staff	No										
1702	Anita Salvate	Yes	Global Learning Collaborative	Faculty	No										
1703	Sarah Tierney	Yes	12x267	Faculty	Yes	596x@153x	Faculty	No		Parent/Guardian					
1704	Amy Rothman	Yes	International HS @ LaGuardia Cc	Faculty	Yes	PS130k	Faculty	No		Parent/Guardian					
1705	Michael Eaton	No													
1706	Anna Park	Yes	PS 17Q Henry David Thoreau	Faculty, Staff, Parent/Guardian	No										
1707	Angie	Yes [34]	P.S. 89 [35]	Parent/Guardian [36]	Yes [37]	School for children of special needs [38]	Parent/Guardian [39]	No [40]		Parent/Guardian			Parent		Virtual learning
1708	Even Losow	Yes	Brooklyn Technical High School	Faculty	No										
1709	Amanda Schutzbank	Yes	PS 133 William A. Butler	Faculty	No										
1710	Edwin Velazquez	Yes	Brooklyn Technical High School	Faculty	No										
1711	Michael Mora	Yes	PS 130K	Parent/Guardian	Yes	ER Murrow HS	Faculty	No		Alumnus					
1712	Patrick Chan	Yes	Benjamin N. Cardozo HS	Faculty	Yes	Benjamin N. Cardozo HS	Faculty	Yes	Benjamin N. Cardozo HS	Faculty, Parent/Guardian					
1713	Lori Talish	Yes	PS59 Beekman Hill International School	Faculty	No										
1714	Jason Caraballo	Yes	PS 11x	Alumnus	Yes	CIS 166x	Alumnus	Yes	John F. Kennedy High School	Alumnus					
1715	Elizabeth Malerba	Yes	Ella Baker School	Faculty, Staff	No										
1716	Suzann Jacquesz-	Yes	MS 88	Staff, Parent/Guardian	Yes	PS 39	Staff	Yes	MS 51	Staff			Parent/Guardian		
1717	Tracy Soren	Yes	Bayside High School	Alumnus	Yes	Adrien Block I.S. 25	Alumnus	Yes	P.S. 169Q	Alumnus			Alumnus		
1718	Jessica Martinez	Yes	Choose Not to Disclose	Staff	No										
1719	Lauren Chu	Yes	High School of Bronx Science	Parent/Guardian	No										

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1720 Alyssa Smith	Yes	Midwood High School	Faculty	No							
1721 Allen Berry	Yes	PS 30 Wilton	Faculty	No							
1722 Concetta Grillo	Yes	PS 312	Parent/Guardian	No							
1723 Barbara Smith	No									My daughter is a NYC teacher	I'm concerned about my daughter's safety being a high school teacher.
1724 Danielle Uchniat	No										I am interested in limiting the spread of Covid. I think it is too much to ask of teachers to return to school at this time.
1725 Wendy Chen	Yes	The math and science exploratory school	Staff	No							
1726 Charlotte Cwikowski	Yes	Central Park East Elementary	Staff	No							
1727 Ryan Moser	Yes	Inwood Early College	Faculty	No							
1728 Alexis Fernandez	Yes	Success Academy	Faculty	No							
1729 Kerem Chiu	No									Friend of teachers.	PPE & Guidelines for staff and students
1730 Nirmala Hirral	Yes	Russell Sage JHS 190	Staff, Parent/Guardian, Occupational therapist [41]	Yes	PS 48 Q [42]	Staff	Yes	PS 82 Q	Staff		
1731 Michael J. Colonna	Yes	MS442	Faculty, Staff	No							
1732 Saiyedal Alam	Yes	Bard High School Early College	Alumnus	No							
1733 Danna Creager	No										Much of Hunger Free America's work is on school children and hunger. We run volunteer events at many public schools and interact with NYC public school students on a regular basis
1734 Meghan Catanzarita	Yes	West Bronx Academy for the Future	Faculty	No							
1735 Molly Wagman	Yes	P141K @ MS2	Staff	No							
1736 Ferni Cruz	No										
1737 Shari Acker	Yes	MS 447	Faculty	Yes	PS 84	Parent/Guardian	Yes	PS 307	Parent/Guardian		
1738 Kristy Cimaglia	Yes	William Cullen Bryant High School	Faculty	Yes	Stuyvesant HS	Faculty	No				
1739 Kristen Nelson	Yes	P94	Staff	No							
1740 Barbara Stern	Yes	PS3	Parent/Guardian	No							
1741 Susan Calise	Yes	Pre k center	Related service provider	No							
1742 Felicia Heimerath	Yes	PS373R	Service Provider	No							
1743 NanciAnn Cangemi-Parise	Yes	MS 118	Faculty	No							
1744 Jaclyn Wolff	Yes	PS 10	Parent/Guardian	Yes	PS 107	Faculty	No				
1745 Shakirah Greenidge	Yes	PS 7	Staff	No							
1746 Onika Straker	Yes	M.S. 447	Faculty	No							
1747 Chantal Sulkow	Yes	PS 212	Parent/Guardian	Yes	IS 289	Parent/Guardian	No				
1748 Kimberly Collins	Yes	PS 8 Staten Island	Parent/Guardian	No							
1749 Jamie Wilen	Yes	Williamsburg Preparatory High School	Faculty	No							

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1750 Jose Aedo	No												Friend of a teacher	NYC
1751 Judy Filipchuk	No												Friend of an employee	I also work in a school district in NYS.
1752 kimberly yee	Yes	PS 291X	Staff	Yes				PS/MS 015X	Staff	No				
1753 Mo Phelps	No												None	I'm a human being
1754 Taisha Medina	Yes	NYC Charter HS for Architecture, Engineering, & Construction Industries	Faculty	No										
1755 Emily Crook	Yes	PS 130 The Parkside School	Faculty, Staff	No										
1756 Dan Pappson	No													
1757 Julie Denberg	Yes	PSS9	Faculty	No									Partner of DOE Teacher	I work in education, and am hoping schools can open safely soon—but that time is not now.
1758 Hannah Singleton	No													
1759 Chunhui Chen	Yes	Bronx High school of science	Parent/Guardian	Yes				Townsend harris high school	Parent/Guardian	No				
1760 Laura Weiss	Yes	New Millennium Bronx Academy of the Arts	Faculty	No										
1761 Yvonne CaravagliaMoss	Yes	PS244Q TALES	Faculty	No										
1762 Jasper DeAntonio	Yes	Urban Assembly School for Law and Justice	Faculty	No										
1763 Janet rubin	Yes	Nyc	Parent/Guardian, Administration, Alumnus	Yes				Performing arts	Alumnus	No				
1764 Cara Kronen	Yes	T	Faculty	No										
1765 Kora Wilson	Yes	MS447	Faculty	Yes				PS261	Parent/Guardian	No				
1766 Nicole Sapienza	Yes	St. Luke School	Faculty	No										
1767 Jhamatul Rahman	Yes	Queens College	Student	No										
1768 Ari Wohlfelder	Yes	PS 38	Parent/Guardian	No										
1769 Leyna Hanan	Yes	PS 95	Faculty	Yes				PPAS	Parent/Guardian	No				
1770 Erica Wiener	Yes	D75 District Office	Staff	No										
1771 Danielle Tartaglia	Yes	PS 95	Staff	Yes				KECSS	Faculty, Parent/Guardian	No				
1772 Olivia Quinn	Yes	MS 447	Faculty	No										
1773 Viktoriya Zaidina	Yes	Ps 95	Faculty, Staff	No										
1774 Rosanna Mossa	Yes	JHS 157	Staff	No										
1775 William Mullins	Yes	MS 447	Faculty	Yes				PS 51	Parent/Guardian	No				
1776 John Severiano	Yes	MS/HS 141 Riverdale/Kingsbridge Academy	Faculty	No										
1777 Patricia proffia	Yes	Ps 95	Faculty, Staff	Yes				Is 75	Parent/Guardian	Yes			Parent/Guardian	
1778 Cari Jackson	Yes	MS447	Faculty	Yes				Boerum Hill School for International Studies	Parent/Guardian	Yes			Spouse is also a teacher there.	
1779 Frida Velcani	Yes	P.S.120	Alumnus	No					Parent/Guardian	Yes			PS139	

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1780 Peter Landy	No									Citizen of New York City	I am concerned about the health and safety of my fellow New Yorker.
1781 Samson Quarintance	Yes	Hunter's Point Community Middle School	Faculty	No							
1782 Rossalia Monetti	Yes	PS 95 Gravesend School Brooklyn	Faculty	No							
1783 Emmy Matias-Leonard	Yes	The Earth School	Staff	No							
1784 Thomas Miller	Yes	Life Sciences	Faculty	No							
1785 Linnea Reyes-LaMon	Yes	Bard High School Early College Manhattan	Faculty, Alumnus	Yes	Beacon High School	Faculty	No				
1786 Krista Morales	Yes	Advanced Math and Science II	Faculty	No							
1787 Sylvia Li	No									Parent of students	Safety is the most important for our kids
1788 Giana Russo	Yes	The Math and Science exploratory school	Faculty	No							
1789 Dano Kim	No										
1790 Samantha Schoeller	Yes	Brooklyn Technical HS (William A. Morris, I.S. 61 (Staten Island))	Faculty	No							
1791 Nancy Zazuika	Yes	John Adams High School	Faculty, Alumnus	No							
1792 Melissa	Yes	IS 98 Bay Academy	Faculty	No							
1793 Nataliya Matskevich	Yes	MS 67 Louis Pasteur Middle School	Parent/Guardian	No							
1794 Julie Mui	Yes	Occupational therapist	Occupational therapist	No							
1795 Lilien Astuto	Yes	PS95	Staff	Yes	PS 95	Staff	Yes	P.S.95	Staff		Any reopening needs defined protocols and significant investment in resources to protect faculty, staff, students, and their families.
1796 Eric Hanson	No									Friend of a teacher	
1797 Shannon Corwin	Yes	High School for Health Professions and Human Services	Faculty	No							
1798 Isabelle Pisini	No										
1799 Fran Kaback	No									Concerned Citizen	Not only will children contract it they'll bring it home to their families and we WILL see a huge wave. There's nothing more important than a life. There is no way to stop kids from running around swinging their masks. What a disaster this will be. We've come so far it would be a crying shame to go back to where we started.
1800 Mary Ieraci	No									Concerned NYS citizen	Schools should be opened with the best consideration for children, teachers, and staff.

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1801 Margarita Georgiyen	No										
1802 Lisa acosta	Yes	PS/IS 95	Staff	No							
1803 Justyna Leverich	Yes	Brooklyn Technical High School	Teacher on childcare leave	No							
1804 Joy Slade	Yes	PS 95	Staff	No							
1805 Alex Jones	Yes	High School of Fashion Industries	Staff	No							
1806 Timothy Becker	Yes	Dos Puentes	Faculty	No							
1807 Alicia Santiago	Yes	Academy for Careers in Television and Film	Faculty	No							
1808 Nicole Rizzo	No									No affiliations	I don't feel its safe to be opening schools as of yet. At SA we are not left a choice but to go to school in person, this doesn't leave me an option but to homeschool my daughter....
1809 Brian Lewis	No										
1810 Giovanna esposito	No										
1811 Tomoko Furuya-Capozzi	Yes	Brooklyn Tech.	Wife of a bk tech teacher	No							
1812 Diane Bova Katsatos	Yes	PS95 The Gravesend School	Staff	No							
1813 Michele Caramante	Yes	P-S 95 The Gravesend School	Faculty	Yes	Kingsborough Early College Secondary School	Parent/Guardian	No				
1814 Christina Jackson-Smith	Yes	PS16	Faculty	No							
1815 Richard Capozzi	Yes	Brooklyn Technical HS	Faculty	No							
1816 Jessica Saunders	Yes	MS447	IEP Coordinator	No							
1817 Tina Weinberg	Yes	PS 175 The Lynn Gross discovery school	Faculty, Staff	No							
1818 Matthew Sarkowicz	Yes	School for Law and Justice	Faculty	No							
1819 Ariene Cacace	Yes	Ps 304	Staff	No							
1820 Hannah Lim	Yes	PS 340	Faculty	No							
1821 Eleyna Wilson	Yes	PS 95 The Gravesend School	Staff	No							
1822 Wayne James	Yes	PS/IS 95	Staff	No							
1823 Enrique Labrie	Yes	The Bronx High School of Science	Student	No							
1824 Lauren Cemelli	Yes	MothHall2	Staff	No							
1825 Farrah Fajve Martinez	Yes	P811X	Staff	No							
1826 Jennifer Diamond	Yes	P. S. 312	Parent/Guardian	Yes	Roy H. Mann	Parent/Guardian	No				
1827 Mary soto	Yes	Ps 277	Parent/Guardian	Yes	Ps 095	Substitute	No				
1828 Lauren Maniko Kosasa	Yes	MELS	Faculty	No							
1829 Karina Romero	Yes	Bronx Science	Parent/Guardian	Yes	PS 84	Parent/Guardian	No				
1830 Michelle Carrieri	Yes	CSE 6	Staff, School Social Worker	Yes	PS 312	Parent/Guardian	No				
1831 Andrea Stiga	Yes	P.S. 169	Staff	No							

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1832 Amy Hogan	Yes	Brooklyn Technical High School	Faculty	No							Limiting the spread of the virus in the community
1833 Marc Albert Michaud Prezosi	No									NYC resident	
1834 Michael Boullis	Yes	Brooklyn Technical High School	Staff	No							
1835 Joann Lomonte	Yes	The Riverview School	Faculty	No							
1836 Ryan Bennet	Yes	Academy for Careers in Television & Film	Faculty	No							
1837 Amber Kudla	Yes	Epic High School South	Faculty	No							
1838 Laura Keith	Yes	MS 104	Staff	No							I don't want my friends to die. I don't want my friends' students to put their parents at risk. Enclosed indoor spaces are terrifying at this point in time, and given that Cuomo banned indoor restaurant dining and drinking based on NYC's density and the data (which I'm in favor of) but wants schools to reopen with indoor instruction with that same data (even with "confirmed" deaths of teachers and principals early on in the pandemic) seems to not line up with the actual facts on the ground. Don't put our teachers at risk. Don't put my friends at risk.
1839 Ian Paredes	No									My friends are teachers across NYC DOE and other schools	
1840 Phyllis Witte	Yes	Brooklyn Tech HS	Faculty	No							
1841 Eric Lewis	Yes	Brooklyn Technical High School	Faculty	No							

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1842 Emma Larson, LMSW	No									I am a social worker providing therapy in 4 public high schools through a school-based health center run by a hospital system. Although not a DOE employee, I work inside of a public school building.	Having read the publicly available plan for reopening, I am personally terrified by the prospect of returning to work, and have no faith that my work environment will be safe. But beyond my own personal fears of falling ill and maybe dying, I am griet-stricken at the thought of what could occur to so many children and families when a second wave inevitably crashes on our city. It seems beyond evident to me that this premature and hast reopening of schools will contribute to a renewed spread of the virus, and will undo all of the progress we've made. I know firsthand how trying this time has been on our young people (I have been providing teletherapy through the pandemic), and of course I want kids to be able to return to school. But at this time, and with this plan, a return to school will wreak more havoc and generate even more trauma than they've already endured. And I cannot sit by silently and watch this happen. Please do the right thing.
1843 Stephanie Pollicino	Yes	Brooklyn Technical High School	Faculty	No							
1844 KM DiColandrea	No										I attended Stuyvesant High School from 1999-2003. After September 11, we were assured that it was safe to come back to school. We were lied to. It was not safe. Since then, I have had teachers and friends die from cancers they developed because of the toxins we breathed in. It terrifies me to think about what happens if it's not one school exposed to unsafe conditions but the entire city.
1845 Christina Slingerland	Yes	PS112 Jose Celso Barbosa School	Faculty	No							
1846 Melissa Goodrum	Yes	Brooklyn Technical High School	Staff	No							
1847 Providence Ryan	Yes	West End Secondary School	Faculty	No							

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1848 Mary Keenan	No			No						Friend of NYC public schools	I have many friends in the NYC public school system. I attended a private school in NYC.
1849 Christine Pollack	Yes	31R036	Faculty, Staff	No							
1850 Tamara Machac	No									Former public NYC science teacher	I am deeply concerned about the safety of NYC students, families, teachers and school staff
1851 Sara Paddock	No									My friend is a teacher in a NYC school	I am very concerned that opening schools is an unsafe decision for students and staff.
1852 Daniel Torkel	Yes	Franklin D. Roosevelt High School	Faculty	Yes	P. S. 52	Faculty	Yes	James Madison High School	Parent/Guardian		
1853 Mary Guercio	Yes	Ps36	Staff	No							
1854 Merary Lopez	Yes	Science & technology p. s 152	Parent/Guardian	No							
1855 Kaitlyn Huczko	Yes	Brooklyn Technical High School	Faculty	No							
1856 Matthew Adelizzi	Yes	Brooklyn Technical High School	Faculty	No							
1857 Emilia Ivanova	Yes	Bronx Science School	Parent/Guardian	No							
1858 Sarah Giglio	Yes	Ps 91 Albany Ave	Faculty	No							
1859 Sarani Muller	Yes	13K691	Faculty	No							
1860 Barbara Esposito	Yes	p25	Staff	No							
1861 Marcia Mendonca	Yes	P. S 59 Beekman hill	Staff	No							
1862 Stavroula Ortiz	Yes	Fort Hamilton High School	Parent/Guardian	No						Niece of a teacher	Remote teaching until COVID is down to 30% in the USA
1863 Heymi Reynoso	No										
1864 Monica Rowley	Yes	Brooklyn Technical High School	Faculty	No							
1865 Bridget nixdorf	Yes	District 23	Staff	No							
1866 Patrick Snyder	Yes	Xaverian	Faculty, Staff, Administration	No							
1867 Justin Chao	Yes	03M247 Dual Language Middle School	Faculty	No							
1868 Ping Shen	Yes	The Global learning collaborative	Faculty	No							
1869 Fairhana Hoque	Yes	Brooklyn Tech HS	Staff	No							
1870 Katrina Merkel	Yes	Bronx Charter School for the Arts	Faculty, Staff	No							
1871 Elisa de Stanchina	Yes	The Bronx High School of science	Parent/Guardian	No							
1872 Maria Castellano	Yes	PS 212	Faculty	No						I work at a NY state private school	I work in another NY school
1873 Jordanna Maier	No										Unlike hospitals and medical professionals, teachers and schools don't have the safety measures or protective gears in place to ensure proper social distancing.
1874 Kazi Islam	No										
1875 Shoan Chowdhury	Yes	Union Square Academy	Student	No							
1876 Stephanie Harb	Yes	MS247	Faculty	No						Spouse of a teacher	

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1877 Shayna Plascoff	No										
1878 Nicole Walter	Yes	MS 447	Staff	Yes [43]	Francis Lewis HS [44]	Alumnus [45]	Yes [46]	MS 158 Marie Curie [47]	Alumnus [48]	Form NYC public school student and sibling of 3 current students.	Highly interested
1879 Jackie Padilla Dimirco	Yes	William W. Niles M.S. 118, Bx. Ny	Faculty	No							
1880 Anne Willard	Yes	Mott Hall 2	Faculty	No							
1881 Todd Schultz, MSN, RN, CPAN	Yes	PS 116 Queens	Parent/Guardian	Yes	Growing Up Green	Parent/Guardian	No				
1882 michael coen	Yes	Dual Language Middle School 03M247	Faculty	No							
1883 Shaosen Cheng	Yes	Global Learning Collaborative	Family of a faculty member	No							
1884 Lu Yin Liu	Yes	Franklin Delano Roosevelt high school	Staff	Yes	P.S.1	Parent/Guardian	No				I was born and raised in NYC and know that the most vulnerable populations that have faced the disproportionate death and impact from COVID-19 will be my people if we reopen without the appropriate resources.
1885 Nabih Vifas	No										I don't believe the current DOE plan for reopening seriously addresses the complexities of containing the Covid19 contagion. On a personal level, given the risk factors associated with my age group, I don't feel at all comfortable accepting work that requires me to be in a school building at this time.
1886 Sam Koprak	No										
1887 Samantha B	Yes	PS 098 M	Staff	No							
1888 Aline Guleljaj	Yes	MS 247 - Dual Language Middle School	Faculty	No							
1889 Ariel Prato	Yes	MS 447	Staff	No							
1890 Christian DeBonville	Yes	TYWLS-Astoria	Parent/Guardian	Yes	Growing up Green	Parent/Guardian	No				
1891 Madelyn Degutis	Yes	FDRHS 20K505	Faculty	No							
1892 Kristin S. Lawlor	Yes	The Young Women's Leadership School of The Bronx	Faculty	No							
1893 Stephanie Klein	Yes	p.S. 82 Q Hammond School	Faculty	Yes	P.S. 196Q	Parent/Guardian	No				Eager to see schools reopened when there is a safe, effective vaccine to protect all involved, deeply concerned with premature reopening.
1894 Ginger Grogan	No										A comorbidity burdened elder with cherished family involved in NYC public school
1895 Brian Tobar	No										I do not think it is a good idea to reopen schools in September 2020-2021 school year. I feel it is still very dangerous and is not safe.
1896 Carley Ross	Yes	JHS 54	Faculty	No							

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1897 Amber Marriott	Yes	P186X Walter Damrosch School	Faculty	No										
1898 Judy Londa	Yes	PS 59	Faculty	No										
1899 Jamie Kubiak	Yes	Park East High School	Faculty	No										
1900 Jacqueline Russo	Yes	PS186	Faculty	No										
1901 Tara Chudoba	Yes	Q30PS166 Henry Gradstein	Parent/Guardian	No										
1902 Katie Duarte	Yes	A Philip Randolph campus HS	Alumnus	Yes	Ps. 218	Alumnus	No							
1903 Lorri Gumanow	Yes	ER Murrow High School	Parent of graduate	Yes	RSETASC	Faculty, Retired SESIS prof dev specialist	No							
1904 Judith Ryan	Yes	BTHS	Faculty	No										
1905 Mindy Rosier-Rayburn	Yes	Mickey Mantle School P811m	Staff	No										
1906 Johanna Perez	Yes	NYC ISchool	Staff	Yes	Fiorello Laguardia High School	Parent/Guardian	No							
1907 Ken Gursky	Yes	S.J. Tilden High School alumnus	Alumnus	Yes	P. S. 135 Brooklyn	Alumnus	Yes	Meyer Levin Junior High School	Alumnus					
1908 Maryanne Barry	No													I don't want to see more infections and deaths due to the premature opening of schools.
1909 Kristen Beckles	Yes	District 75 Schools	Staff, Concerned daughter of a high risk staff member	No									Relative of New York City DOE teacher and grand-aunt of student	
1910 Lori Sandler	Yes	International HS for Health Sciences	Faculty	Yes	30q398	Parent/Guardian	No							
1911 Debra Rothman	Yes	Brooklyn Technical High School	Faculty	No										
1912 Joshua Paris	Yes	NYC ISchool	Faculty	No										
1913 Jay Finkelstein	Yes	NYC ISchool	Faculty	No										
1914 Brianna Reformato	Yes	PS 31 Samuel F DuPont	Faculty	Yes	PS 31 Samuel F Dupont	Faculty	Yes							
1915 Arnold Kim	Yes	NYC ISchool	Faculty, Staff	No										
1916 Ashley Prato	Yes	Uncommon Leadership Charter High School	Faculty	No										
1917 Patricia Maiorano	Yes	P. S. 112	Faculty, Staff	No										
1918 Ann Miller	No													
1919 Deanna D Onofrio	Yes	MS 447K	Faculty	No										
1920 Kristen LaPlante Beall	Yes	NYC ISchool	Faculty	No										
1921 Linda Hoftyzer	Yes	Brooklyn Technical High School	Faculty	No										
1922 N. Miah	Yes	Global Learning Collaborative HS	Faculty	No										
1923 Kayleigh Rose	Yes	Sunset Park High School	Faculty	No										
1924 Jennessa schoman	Yes	Ps 31 Samuel F. Dupont School	Staff, Parent/Guardian	Yes	Laguardia college	Student	No							
1925 Shavonne Williams	Yes	Brooklyn Technical High School	Faculty, Staff, Alumnus	No										
1926 Zuleika Schoman	Yes	PS 31	Parent/Guardian	No										
1927 Kay Sirianni	Yes	Brooklyn Tech	Faculty	No										
1928 Esther Cabinte	Yes	High School of Art & Design	Faculty	No										
1929 Rebecca Rendtsburg	Yes	Brooklyn Technical High School	Faculty	No										
1930 Eva Slugocka	Yes	P. S. 31	Parent/Guardian	Yes	M.S. 577	Parent/Guardian	No							
1931 Sarah Ha	Yes	Joan Snow Pre-K Center	Faculty	No										

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1932 Guadalupe Santos	Yes	P.S.31	Parent/Guardian	No									
1933 Despina Saukin	Yes	PS 31 Samuel I DuPont	Parent/Guardian	Yes	Ps 132	Parent/Guardian	No						
1934 KEITH BROOKS	Yes	RESTART	RETIREE	No									
1935 Yacaira Castillo	Yes	The Mickey Mantle School	Staff	No									
1936 Carl Coveahy	No												
1937 Barbara Ignatenko	Yes	R861	Faculty	No									
1938 Carlyn Burris	Yes	PS 41	Staff	No									
1939 Lori Bodner	Yes	Brooklyn Technical High School	Faculty	No									
1940 Noel Banks	Yes	Ps31	Staff	No									
1941 Elizabeth Gray	Yes	NYC ISchool	Faculty	No									
1942 Alena Weller	Yes	School of the Future	Faculty	No									
1943 Anna Grossman	Yes	Brooklyn Technical High School	Faculty	No									
1944 Beikys Damiron	Yes	811 M @ 149 Mickey Mantle	Staff	Yes	Mickey Mantle 811 M	Staff	No						
1945 Sara Rosado	Yes	NYC ISchool	Faculty	No									
1946 Flavia Correa	Yes	PS 31 Samuel F. DuPont	Parent/Guardian	No									
1947 Robert Boltwood	Yes	FDR HS	Staff	No									
1948 Kathleen C McGuire	Yes	Susan E. Wagner H.S.	Alumnus	Yes	Brooklyn Tech H.S.	Parent/Guardian	No						
1949 Pete Diamantis	Yes	Origins HS	Faculty, School founder and UFT CL	No									
1950 Wendy Becker	Yes	William McKinley Middle School	Faculty	No									
1951 Yaqul Moore	Yes	Math & Science Exploratory School (MS447)	Faculty	No									
1952 Ganimete Kasirati	Yes	Brooklyn Technical High School	Staff	No									
1953 Desirée V Gascott	Yes	Bronx Academy of Letters	Board	No									
1954 Meredith Smart	Yes	Susan E. Wagner High School	Faculty	No									
1955 Jordana Barnett	Yes	Hunter College High School	Student	No									
1956 Rob McCull	Yes	Brooklyn Technical High School	Faculty	Yes	MS 51	Parent/Guardian	No						
1957 Liza Zaretsky	Yes	MS 447	Staff	No									
1958 Paul Ip	Yes	IS 187	Faculty	No									
1959 Vanessa Kirchner	No												To keep the students, their families and staff as safe as possible
1960 Juliana Solinger	Yes	Bronx Bridges High School	Faculty	Yes	Ella Baker School	Parent/Guardian	No						
1961 Sandra serva	Yes	Ps31	Parent/Guardian	Yes	Ps34	Faculty, Staff	No						
1962 Tara Franco	Yes	PS 31 Samuel F. DuPont School	Faculty	No									
1963 Eduardo Go	Yes	Professional Pathways High School	Faculty	No									
1964 Kathleen Reid	Yes	PS85Q	Parent/Guardian, Parent Volunteer	No									
1965 Alexis Rugen	Yes	Cascades High School	Faculty, Staff	No									
1966 Catherine Thompson	Yes	School of the Future	Faculty	No									

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1967 Steven Peian	No													
1968 Michelle Peian	No													
1969 Kenneth Rafferty	Yes	Brooklyn Technical HS	Faculty	No										
1970 Alyssa DeiSoldato	Yes	Ps212q	Faculty	No										
1971 Lisa Mazzariello	Yes	Cascades High School	Faculty	Yes	Grover Cleveland	Parent/Guardian	No							
1972 Will Dych	Yes	MS 447	Faculty, Staff	No										
1973 Susan menoscal	Yes	Nathaniel woodhull	Staff	No										
1974 Katie G Maillon	Yes	PS 94Q (David D Porter)	Parent/Guardian	Yes	Academy for Careers in Television and Film	A teacher at this school is a member of my household	No							
1975 Krista Bruschini	Yes	PS/S 276 Battery Park City School	Faculty	No										
1976 Annie Gemelli	No													
1977 Taisha Bowman	Yes	School of the Future	Faculty	No										
1978 Adam Virzi	Yes	Brooklyn Technical High School	Faculty	No										
1979 Nicole Walsh	Yes	Cascades High School	Faculty	No										
1980 Catherine Turso	Yes	NYC ISchool	Faculty	No										
1981 Robert Sigona	Yes	Fdr high school	Parent/Guardian	No										
1982 Rita Sigona	Yes	FDR high school	Parent/Guardian	No										
1983 Morenike Lambert	Yes	Uncommon Schools	Staff	No										
1984 Eric Duggan	Yes	PS 31 Samuel F. Dupont	Faculty, Staff	No										
1985 Matthew Stone	Yes	P-S 234	Staff	No										
1986 Kelly Molloy	Yes	High School of Fashion Industries	Faculty	No										
1987 Cabrera	Yes	Dual Language Middle School	Faculty	No										
1988 MaryEllen Powers	Yes	PS 122	Parent/Guardian	Yes	IS 141	Parent/Guardian	No							
1989 Patricia Rademaker	Yes	Promise Academy / High School	Administration	No										
1990 Stephanie Rodriguez	No													
1991 Lisa Sobin	Yes	School of the Future	Faculty	No										
1992 Marney White	Yes	Mc Kinley JHS IS 259	Faculty	Yes	IS 259	Faculty	Yes	IS 259	Faculty	Yes	IS 259	Faculty	Charter School administration	Safety of students and teachers
1993 Liliana Santuon-Weinstein	No													
1994 Anne Aishuler	Yes	MS 839	Faculty	No										
1995 Olga Nikolic-Litwin	Yes	Bronx High School of Science	Parent/Guardian	No										
1996 Zakia Karim	Yes	Bronx Science High School	Parent/Guardian	Yes	PS 12 Q	Parent/Guardian	No							
1997 Lauren Friedman	Yes	Susan E. Wagner High School	Staff	No										

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1998 Israel Wasserstein	Yes	Brooklyn Technical High School	Faculty	No							
1999 Abigail Treut	No										
2000 Kate Hyman	Yes	Academy for Software Engineering	Faculty	No							
2001 ROBIN GRAHAM	Yes	PS312	Faculty	Yes	P413	Faculty	Yes	PS412	Faculty		
2002 Isabella Bartels	Yes	DeWitt Clinton High School	Faculty	No							
2003 Janine Kelly	Yes	M413	Faculty	No							
2004 cornelia cooley	Yes	School of the Future	Faculty	No							
2005 Joseph Friedman	Yes	South Richmond High School	Faculty	No							
2006 Joy Canning	Yes	MS 447 The Math and Science Exploratory	Staff	No							
2007 Alison Kaminsky	Yes	Susan Wagner HS	Staff	Yes	Curtis HS	Parent/Guardian	No				
2008 Paulette Sewell	Yes	771K	Faculty	No							
2009 Mattie Stokes	Yes	MS 247	Staff	No							
2010 Leah Haller	Yes	IS 259	Faculty	No							
2011 Chris Doyle	Yes	PS452	Parent/Guardian	Yes	WESS	Parent/Guardian	No				
2012 Derya Gunaydin	Yes	20K227	Faculty	No							
2013 Suzanne Periman	Yes	Herman Ridder 12x098	Faculty, Staff	Yes	East Bronx Academy for the Future 12x271	Faculty, Staff	No				
2014 G. Smith	Yes	NYC ISchool	Faculty	No							
2015 Gloria Rodriguez	Yes	East Bronx Academy for the Future	Staff	No							
2016 Jennifer Grant	Yes	Collegiate Institute for Math and Science	Faculty	No							
2017 Helen Kim Wolf	Yes	East Bronx Academy for the Future	Faculty	No							
2018 Andrea Samperi	Yes	PS 47	Faculty	No							
2019 Allen Reynolds	No										
2020 Lillian Palladino	Yes	SWHS	Faculty	No							
2021 Jamie Zhao	Yes	New Utrecht High School	Alumnus	Yes	Dyker Heights I.S. 201	Alumnus	Yes	William T. Sampson P.S. 160	Alumnus		
2022 Carrie McCormack	Yes	East Bronx Academy for the Future BX271	Faculty	No							
2023 Olivia Byun	Yes	Brooklyn Science School	Alumnus	Yes	Hunter College HS	Faculty	No				
2024 Bruce Samuels	Yes	Brooklyn Technical High School	Faculty	No							
2025 Ashlie Fomells	Yes	Mickey Mantle M811 @ PS149	Faculty	No							
2026 Felix Shen	Yes	School of the Future	Faculty, Staff	No							
2027 Kristi farrell	Yes	ps 277	Parent/Guardian	No							
2028 Jennifer Arroyo	Yes	Susan E. Wagner High School	Faculty	Yes	PS 42 Staten Island	Parent/Guardian	No				
2029 Erika Rodriguez	Yes	East Bronx Academy for the Future	Staff	No							

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2030 Emily Doscher	Yes	Community Health Academy of the Heights	Faculty	No									
2031 Michele Riggio	Yes	PS199	Parent/Guardian	Yes	Computer School	Parent/Guardian	Yes	Manhattan Center for science and math	Parent/Guardian				
2032 Patricia Yee	Yes	Brooklyn Technical High School	Faculty	No									
2033 Melanie Van Orden	Yes	Ella Baker School	Parent/Guardian	No									
2034 Nicole Soliabra	Yes	Susan Wagner High School	Faculty	No									
2035 Becky Moffat	Yes	KIPP Star Harlem	Faculty	No									
2036 Katie Harley	Yes	PS 41	Faculty	No									
2037 Jordan Wolf	Yes	Flushing International High School	Faculty	No									
2038 Brittany Kaiser	Yes	M.S. 50	Staff	No									
2039 Andrea Lopez	Yes	PS 112m	Staff	Yes	PS 206m	Parent/Guardian	No						
2040 Robert Goglia	Yes	Susan E Wagner HS	Faculty	No									
2041 Tina Milla	Yes	PS 31 Samuel F. Dupont	Faculty	No									
2042 Rodolfo Asencio	Yes	East Bronx Academy for the Future	Staff	No									
2043 Scott fuchs	Yes	Susan Wagner hs	Faculty	No									
2044 Yamilka Disla	Yes	Lehman High School	Faculty	Yes	Santa Maria Early Childhood	Parent/Guardian	No						
2045 Ryan minezzi	Yes	BHS	Faculty	No									
2046 Murat Saidrian	Yes	Samuel F. DuPont ps 31	Parent/Guardian	No									
2047 Maria Isabel Alfonso	Yes	NEST+M	Parent/Guardian	No									
2048 David Farrell	Yes	Susan E. Wagner High School	Faculty	No									
2049 Judith Conception	Yes	SAYL	Staff	No									
2050 Daniela Fusco	Yes	The Children's Lab School	Parent/Guardian	No									
2051 Mary Elevado	Yes	Wagner High School	Faculty	No									
2052 Andrea Mangano	Yes	NYC iSchool	Staff	No									
2053 Lisa Bellino	Yes	Ps31	Faculty	No									
2054 S Yeh	Yes	PS 31 Samuel F. Dupont	Parent/Guardian	No									
2055 Amy Flatow	Yes	MS 51	Staff	Yes	PS 118	Parent/Guardian	No						
2056 Lisa Galizia	Yes	PS 22	Faculty	No									
2057 Jannell Jones-Stewart	Yes	P.S./I.S. 323	Faculty	Yes	P. S. 235	Parent/Guardian	No						
2058 Spiros Theodoratos	Yes	03M403	Staff	No									
2059 Jeanette Koncikowski	No												All children and teachers in NYS deserve safe schooling during the pandemic. After everything NYC has been through, 100% remote is only safe way to be.
2060 Kali turner	Yes	The Brooklyn green school	Parent/Guardian	Yes	School professionals	Sub teacher for a temp agency	No						Not affiliated but a concerned citizen.
2061 Michelle Clarke	Yes	Prospect Heights HS School	Health Education	Yes	Ciara Banton High school	Health Educator	No						
2062 Preeti Natarajan	Yes	City As School High School	Faculty	Yes	PS3 Charette School	Parent/Guardian	No						
2063 Razia Mir	Yes	Metropolitan DPHS	Staff	No									
2064 stephanie gulfand	Yes	PS31 Samuel S DuPont School	Parent/Guardian	No									
2065 Shajuana Williams	No												Sister of a teacher Schools should remain remote until there is a vaccine

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2066	Bernice La Poita	Yes	Susan E Wagner HS	Faculty, Staff	No							
2067	Joel Blatt	No										
2068	Lucia Rojas	Yes	Little Brooklyn Pre-School	Related service provider	No							
2069	Hoa Hualam	Yes	Bronx High School of Science	Parent/Guardian	No							
2070	Janet Seals	No										
2071	sheila anozier	Yes	Various schools in New York	Teaching Artist	Yes	Various schools	Teaching Artist	No				
2072	Melissa Bosamonte	Yes	P.s.506	Staff	No							
2073	Rebecca West	Yes	PS85Q	Parent/Guardian	Yes	Louis Armstrong Middle School	Wife of teacher	No				
2074	Aileen Kattan	Yes	PS80	Staff	No							
2075	Allison Claro	Yes	Academy for Careers in Television and Film	Faculty	No							
2076	Jenny Prince	No										
2077	Maria Leon Chu	Yes	Francis Lewis High School	Faculty	No							
2078	Heather O'Neill	Yes	Academy for Careers in Television and Film	Faculty, Staff	No							
2079	Sophia Schalk-Flam	Yes	Global Learning Collaborative HS	Faculty, Staff	No							
2080	Katie McCarthy	Yes	Sunset Park High School	Faculty	No							
2081	Jasmine Guzman	Yes	Psi/S266	Parent/Guardian	No							
2082	Ryan Sullivan	Yes	Academy for Careers in Television & Film	My wife is a teacher within this school.	No							
2083	Kathleen Sancimino	Yes	NDHS	Faculty	No							
2084	Antonette Morea	Yes	ACTVF	Staff	No							
2085	Virginia Russell	No									concerned citizen	All children deserve to learn in a safe environment. NYC has done an outstanding job during the pandemic. Please continue!

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2086 Paige Brocious	No										
2087 Chantelle Grant	Yes	NYC Public school	Faculty	No							Simply put, this is a public health issue. Children and faculty can easily transmit illness and proper precautions have not been taken to ensure the safety of schools. This could also lead to wider community transmission that would endanger more lives and run all of the progress NYC has made in containing COVID-19.
2088 Susan Lui-Jimenez	Yes	CS 200 James McCune Smith School	Staff	No							
2089 Kayla Hussey	Yes	The Math and Science Exploratory School	Faculty	No							
2090 Allison Fisher	Yes	The Global Learning Collaborative	Administration	No							
2091 Ashley Ahearn	Yes	P10x	Faculty	No							
2092 Maria De armas	Yes	Ps 129 college point	Parent/Guardian	No							
2093 Maria Shikarides	Yes	MS 181	Faculty	No							

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2094 Molly Caldwell	No									Griffriend of a public school special ed teacher	<p>We have done such a good job thus far and putting thousands of kids in those old buildings without enough cleaning staff and supplies, not to mention the commute, is a disaster waiting to happen. Look at Georgia and Colorado! We need to keep school at home until 2021. Perhaps the Governor is unfamiliar with the already filthy conditions at the schools due to short staff, the fact that teachers often have to buy their own cleaning supplies (there are shortages, how are they going to keep classes clean?), and the amount of work teachers do in regular times? To expect teachers to 1. Expose themselves to Covid by not requiring kids to wear masks and switching classrooms all day. 2. To be in an enclosed space with kids without any fresh air. 3. To have to plan and execute DOUBLE THE WORK (both in person and online lessons) and expect teachers to clean as well is ridiculous. We should have been putting time and resources into improving online learning. While the governor can mandate that the schools follow certain guidelines, we all know NYC schools are underfunded, understaffed, under serviced. You are exposing not only teachers but their loved ones to hundreds of kids suddenly not to mention kids to each other. All it takes is a couple asymptomatic kids in different school locations for us to end up back where we were in March. Contact tracing is a joke when you are talking about kids. It isn't like they are just going to school and home. You can pod them in the classroom but the minute school is over, who is going to make sure they leave the grounds? Who is going to keep them apart? No one.</p>

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2095 Rodney Rothstein	No													Please make sure that all students and teachers remain safe before opening the schools.
2096 Whitney Schmutter	Yes	School of the Future	Faculty, Staff	No									I support the teachers!	
2097 Pearl Ohm	Yes	Essex Street School	Staff	Yes	Sunset Park Avenues	Parent/Guardian	No							
2098 Geyser Rodriguez	Yes	East Bronx Academy	Faculty	No										
2099 Andrew Ostrowsky	Yes	Brooklyn Technical High School	Faculty	No										
2100 Neimarie Quinones	Yes	Fairmont Neighborhood School	Parent/Guardian, SI/pta co president	Yes	P. S. 95 Shelia Mencher	Parent/Guardian	No							Teachers and students deserve to be protected and confident in a safe reopening.
2101 Romy Feisen-Parsons	No												Not affiliated	I don't want to see people unnecessarily put in harms way.
2102 Alexander Womer	No													
2103 Marisa Carmello	Yes	Port Richmond High School	Faculty	No										
2104 Debra Carneseccchi-Mahon	Yes	Port Richmond High School	Faculty	Yes	PS 30 The Westerleigh School	Parent/Guardian	No							
2105 Szilvia Tobak	Yes	Central Park East High School	Staff	No										
2106 Marie Scarsella	Yes	Port Richmond High School	Faculty	No										
2107 Sadiyah Ahmed	Yes	EAST SIDE MIDDLE SCHOOL	Faculty, Staff	No										
2108 Nuha Chowdhury	No													
2109 Laura Robisky	Yes	PRHS	Faculty, Parent/Guardian	No										
2110 Ann Buchanan	Yes	Eagle Academy for Young Men Staten Island	Faculty	Yes	South Shore Toddler Academy	Parent/Guardian	No							
2111 Harris Levine	Yes	Midwood	Alumnus	Yes	JHS 240 Hudde	Alumnus	Yes	PS 152 The Glenwood Rd School.	Alumnus					
2112 Melanie Schmutter	Yes	School of the Future	Parent/Guardian	No										
2113 Anita Costa	Yes	Eagle Academy	Alumnus	Yes	Taft	Alumnus	No							
2114 Jaiene Rivera	Yes	Port Richmond Highschool	Staff	No										
2115 Donna Dugan	Yes	Port Richmond High School	Faculty	No										
2116 John Ibarra	Yes	JHS 22 Jordan L Mott	Staff	No										
2117 Marcela Saavedra Lopez	Yes	P. S. 058x	Parent/Guardian	Yes	Bronx theatre high school	Parent/Guardian	Yes	AMS	Parent/Guardian					I am a NYC resident and friends with NYC teachers. I fear for the health and safety of the students, teachers, their families, and the community.
2118 Scott Silverman	No													
2119 Elizabeth Meyer	Yes	Bronx High School of Science	Faculty	No										NYC resident and Teacher in nearby school district
2120 Stephanie Clark	Yes	P186x	Faculty, Staff	No										

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2121 Hannah Foster	No									My SISTER is a teacher in the DOE.	My sister is a single mother and teacher in the DOE. She is very concerned about the health and safety of her students, daughter, and self being affected by hybrid learning. I strongly encourage the district to problem solve and start the year remotely while prioritizing solving childcare issues. Several DOE teachers died in the Spring. Even one is too many. Students will die too. This is not okay!
2122 Fazil Azerm	No									Parent	Keep my 3 daughters safe and healthy.
2123 Gloria Brandman	No										I am extremely worried for my former colleagues, my teacher friends who are still working in the public schools and all the students and families in NYC. As I follow along with all the studies, plans and ideas being put forth by the DOE, the Mayor, and the Governor, I am convinced that there still does not exist a safe and realistic way for our children and staff to return safely to the school buildings at the beginning of September. The plans keep tripping over each other and the money to successfully fund the plans does not yet exist.
2124 Sarah Smith	No									None	It's imperative that NYC public schools only open if they can do so safely. To do so otherwise would perpetuate and exacerbate and already dire public health situation we are currently in and therefore worsen the pandemic
2125 Kathleen Mooney	Yes	14K016	Faculty, Staff, Literacy coach	Yes	14K034	Faculty, Staff Literacy coach	Yes	14K084	Faculty, Staff Literacy coach		
2126 Rosemary Pina	Yes	Ps. 333	Staff, Educational assistant	No							
2127 Eileen Foster	Yes	M167 Robert F. Wagner	Faculty	Yes	PS178 Prof Juan Bosch	Parent/Guardian	No				
2128 William Spadaro-Burn	Yes	Inwood Early College	Faculty	No							
2129 Sally Burn	No									Spouse is a teacher	Reduce COVID transmission
2130 Wendy Chen	Yes	PS 184 Shuang Wen	Faculty	No							
2131 Jennifer Cosenfino	Yes	Williamsburg Prep	Staff	No							
2132 Paul Claro	No										
2133 Gaby Arabia	Yes	Tag Young Scholars	Faculty	No						My daughter	Testing
2134 Briggs Spaglio	Yes	East Bronx Academy	Staff	No							

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2135 Lisa Scacalossi	Yes	Edward R. Murrow High School	Faculty	No										
2136 Emily Lake	Yes	TAG Young Scholars	Staff	No										
2137 Francesca Givlekian	Yes	PS 238	Faculty	No										
2138 Paige cusick	Yes	Is 201 dyker heights intermediate school	Staff	No										
2139 Carla Cherry	Yes	Innovation Diploma Plus HS	Faculty	Yes	Bronx High School of Science	Alumnus	Yes	Daniel Hale Williams Middle School 180	Alumnus					
2140 Marianne Catenaccio	Yes	ISchool	parent of a teacher	No										
2141 Dinah Berenblum	Yes	Williamsburg Prep	Faculty	No										
2142 Shamecca Long	Yes	Brooklyn School of Social Justice	Staff	Yes	Philipa Schuyler MS 383	Parent/Guardian	No							
2143 Nicole Paniccia	Yes	George F Bristow (X134) and P186x	Faculty	Yes	P186x (D75)	Faculty	No							
2144 Jessica Molina	Yes	New Dorp High School	Alumnus	Yes	IS 24	Alumnus	Yes	PS 230	Alumnus					
2145 Peggy Robles Alvarado	Yes	Ps114x	Faculty	Yes	Ps83	Parent/Guardian	Yes	Ps223	Parent/Guardian					
2146 Rebeca Lucret	No												Community member	Leis ALL stay safe including our teachers!
2147 Lili Sosa	Yes	PS 151k	Faculty	No										
2148 Vincent Sellitti	Yes	School of the Future	Stepfather of Staff member	No										
2149 Gurjinder Singh	Yes	PS 185	Faculty, Staff	No										
2150 John Wolfe	No													I don't want all of the progress we made to be reversed by poor decision-making due to political pressure. Why not just start remote and plan better for instruction?
2151 Jenna Robichau	No												Retired Math AP and consultant	
2152 Michelle Sims	Yes	A Philip Randolph Campus High School	Faculty	No									Former NYC school teacher.	The safety of teachers, children, and families.
2153 Deldre Jones	Yes	A Tech	Staff	No										
2154 Gary Gersten	Yes	Academy of American studies	Parent/Guardian	No										
2155 Siedah Harrison	Yes	PS 185 The Locke School of Arts and Engineering	Faculty, Staff	No										
2156 Rosanne Soares	No													My brother works for the NYC school district and this affects him and his family
2157 Erica Santiago	Yes	Ps 185	Faculty	No										My brother works for the NYC school district
2158 Kristin Sroka	No													I work at a private school that bases decisions off health my students health their families health
2159 Joann deteij	Yes	pS185	Faculty	No										
2160 Jessica Bouret	Yes	Eagle Academy for Young Men of Harlem	Faculty, Staff	No										
2161 Diana Actila	Yes	Dual Language Middle School	Faculty	No										
2162 Beverly Wilkerson	Yes	CS134x	Staff	No										
2163 Della Genao	Yes	P.S. 134	Faculty	No										
2164 Kamila Paluch	Yes	Fort Hamilton High School	Faculty	No										
2165 Griselda Urena	Yes	Preparatory Academy for Writers	Faculty	No										

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2166 Daryn Copper-Cobbs	Yes	P.S. 096Q	Faculty	No							
2167 Liza Morales	No			No							
2168 Jennifer Perez	Yes	AMT	Faculty	No							
2169 Sheree Ferguson	Yes	The Bronx HS of Science	Staff	Yes	P.S. 24 Spuyten Duyvil	Parent/Guardian	No				
2170 Julie Brunner Cross	Yes	P.S. 107	Staff	Yes	Professional Performing Arts School	Parent/Guardian	No				
2171 Maria Ortega	Yes	CS 134 George Bristow Community School	Faculty	No							
2172 Guia Mirasol-Tabucin	Yes	PS 87 Manhattan	Faculty	No							
2173 Omar Shellah	Yes	P12x	Faculty, Staff	No							
2174 Sharon keck	Yes	Port Richmond HS	Faculty	No							
2175 Stewart Weistone	Yes	Lewis And Clark School	Paraprofessional	No							
2176 Jenilee Tallier	Yes	P12x Lewis and Clark School	Faculty	No							
2177 Sheri cotto	Yes	P12x Lewis and Clark	Staff	No							
2178 Ryan Goerlich	Yes	P12x	Faculty	No							
2179 Julie ortiz	Yes	Lewis and Clark school p12x	Staff	Yes	Lewis and Clark school	Staff	Yes	Lewis and Clark school	Staff		
2180 Rebecca Whitehill	Yes	The Flushing International High School	Faculty	No							
2181 Raul Rosell	Yes	Lewis and Clark School	Faculty	Yes	ICAHN 3	Parent/Guardian	No				
2182 Allison Osborne	Yes	PS134X	Faculty, Staff	No							
2183 Kathleen Diamantakis	Yes	P.S. 81 Robert Christen	Parent/Guardian, Former, my son is going to a new school, but we still care about our 81 community!	No							
2184 Theressame Glatteman	Yes	392 Bronx Delta	Faculty, Staff	No							
2185 Ursula Lovings	Yes	ACLA	Faculty	No							
2186 Rachel Green	Yes	George Westinghouse CTE High School	Faculty	No							
2187 Isabel Polanco	Yes	FHHS	Staff	Yes	Flushing International HS	Staff	Yes	FHHS	Staff		
2188 Lia Jay	Yes	P12x Lewis and Clark	Faculty, Staff, Parent/Guardian	No							
2189 Zach Stone	Yes	Brooklyn High School of the Arts	Faculty	No							
2190 Thomas Stroh	Yes	Millennium Art Academy	Faculty	No							
2191 Renee Zalewicz	Yes	Ps 81	Parent/Guardian	Yes	MS 141 (Riverdale Kingsbridge Academy)	Parent/Guardian	No				
2192 David Yaffe	No			No						Spouse of a teacher	I don't want older family members to get sick / die
2193 Phylcia Hoyt	Yes	Quest to Learn	Faculty	No							
2194 Andi Sachs	No										

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2195 Rich Emmond	Yes	Ps 32 the belmont school	Faculty, Staff	No							
2196 Naomi Cohen	Yes	m811	Staff	No							
2197 Emma Yorra	Yes	FDR	Parent/Guardian	No							
2198 Todd Friedman	Yes	New York Harbor School	Parent/Guardian	No							
2199 nate wight	Yes	Beacon School	Staff	No							
2200 Angela Wineiland	Yes	The Brooklyn School for Social Justice	former teacher turned central administrator	Yes	evergreen school for urban exploration	instructional coach	Yes	NYC Teaching Fellows and NYC Teaching Collaborative	Administrator		
2201 Stephanie Pollnac	Yes	IS 62	Parent/Guardian	No							
2202 David Chesakov	No										A safe multistep approach to the public school reopening is the most reasonable during the pandemics
2203 Kathryn "KC" Reddy	Yes	Manhattan Early College School for Advertising	Faculty	No							I completely support the reasoning in this letter and I am worried about covid-19 safety in New York
2204 Shaun Villanueva	No										Why can we have indoor school but not indoor dining
2205 Raiderys Martnez	Yes	Inwood Academy	Staff, Administration	No							Concerned Citizen
2206 Sophia Andreadis	Yes	Paul D. Schreiber High School	Alumnus	No							
2207 Annie Tan	Yes	P.S. 506 School of Journalism and Technology	Faculty	No							
2208 Sara Huang	Yes	The Bronx High School of Science	Alumnus	No							
2209 Emily Barker	No										As a five year veteran of teaching in a grade 6-12 school as well as working for a private instructional technology company coaching teachers in public and private schools, there's absolutely no way you can keep my former students, colleagues, and friends safe in those buildings. Shut downs are eminent and will cause more trauma for all involved when people start getting sick and possibly even dying. Do not open the schools!
2210 Desire Collado	No										Former NYC public school teacher - East Bronx Academy. Taking time off from teaching to raise son.
2211 Christine Chun	Yes	PS 452	Faculty	No							Dont want children to die due to ignorance
2212 Joy Sanga	Yes	Inwood Academy for Leadership	Staff	No							
2213 Katherine Cuateco	Yes	Inwood Academy for Leadership Charter School	Faculty	No							
2214 Katie Derrah	No										As a teacher in a different state, I care about the well-being of all teachers and their students, and it is not yet safe to go back to in-person teaching.
2215 Lauren Couto	Yes	Jonas Bronck Academy	Faculty	No						Friend of an NYC teacher	

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2216 Mingma Lama	Yes	Flushing International high school	Staff	No										
2217 Grace Loew	Yes	PS185: the Locke School	Faculty Parent/Guardian	No										
2218 Maggie Lau	Yes	The Bronx High School of Science	Faculty	No										
2219 Barbara Rivera-Berger	Yes	Bronx High School of Science	Staff	No										
2220 Tiffany	Yes	Lillian Weber School P.S. 84	Parent/Guardian	No										
2221 Alfredo De Leon	Yes	P4	Faculty	No										
2222 Marie Bresowsky	Yes	Port Richmond High School	Faculty	Yes	Curtis High School	Parent/Guardian	No							
2223 Joselyn	Yes	Bronxdale High School	Faculty	No										
2224 Aida Rosenbaum	Yes	Bronx Latin	Faculty	No										
2225 Julissa Santiago	Yes	Bell Academy	Parent/Guardian	Yes	Bayside High School	Parent/Guardian	No							
2226 Laurel Hutchinson	Yes	PS8 Brooklyn	Faculty	No										
2227 Lia Kudless	Yes	James Madison High School	Spouse of teacher	Yes	Curtis High School	Alumnus	Yes	Markham Junior High School	Alumnus					
2228 Deanna Parasram	Yes	P. S. 134 George F. Bristow	Staff	No										
2229 Rebecca Phipps	No													
2230 Jep Jonson	Yes	Bronx High School of Science	Faculty	No										
2231 Moira Mosco	Yes	High School of American Studies	Faculty	No										
2232 Opal Lawrence	Yes	Pathways to Graduation	Faculty	No										
2233 Ernest waiton	Yes	Nyc high school	Parent/Guardian	No										
2234 Daisy Aguilera	Yes	Ps463 Urban Scholars (BX District 12)	Staff	Yes	Ps 134 Community School (BX District 12)	Staff	No							
2235 Juanita Velazquez	Yes	PS 01 Courtlandt Bronx	Faculty	No										
2236 Jill Bossert	No													
2237 Scott Underiner	Yes	School of the Future	Faculty, Staff	No										
2238 Amanda Boliati	Yes	HS of American Studies	Faculty, Alumnus	No										
2239 julie	Yes	ps 386	Staff	No										
2240 Katherine Lando	Yes	MS88	Parent/Guardian	Yes	PS 130	Parent/Guardian	No							
2241 Olga Torres	Yes	Ps 310x	Score of ELA and Math test	No										
2242 Bessie Chance	Yes	PS 386X	Staff	No										
2243 Aimee Roque	Yes	Bronx High School for the Visual Arts	Faculty	No										
2244 Maria Taylor	Yes	75 Morton	Faculty	No										
2245 Nathy Solis	Yes	The Locke School	Staff	No										
2246 Nusrat fatema	Yes	Ps 971	Staff	Yes	Ps 971	Staff	No							
2247 Anna Fusco	Yes	Gramercy Arts	Faculty	No										
2248 Lauren Brooks	Yes	MS 297	Faculty	No										
2249 Amanda Forgit	Yes	P.S. 36K @ 224	Faculty	No										
2250 Rachel Beck	Yes	MS297	Staff	No										
2251 Abby Plump	Yes	75 Morton	Faculty	No										

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2252	theresa javier									Friend of teacher/concerned citizen	Very concerned
2253	Sofia Ikram	International High School for Health Sciences	Faculty	No							
2254	John Fisher	75 Morton	Faculty	Yes	Beacon High School	Parent/Guardian	No				
2255	Michelle Bolanos	75 Morton, MS 297	Faculty	No							
2256	Nobeel Khuram	p.s.247	Parent/Guardian	No							
2257	Sophia Knight-Hogg	11x418	Faculty	Yes	MS181	Parent/Guardian	No				
2258	Krzysztof Redziniak	Global learning collaborative high school in Manhattan	Staff	No							I'm not in favor of the school reopening because it will risk the health of the teachers and the students to the virus.
2259	MAAN Silverio			No							
2260	Andrea Lansing	MS 839: Brooklyn	Parent/Guardian	No							
2261	Ethel Galorport	BHSA	Faculty	Yes	MCSM	Parent/Guardian	No				
2262	Olivia [49]	[50]	Staff	No							
2263	Linda Carpenter	Bronx High Scholl of Visual Arts	Staff	No							
2264	Deborah Barnum	75 Morton	Faculty	No							
2265	Patrick Callahan	Bronx Center for Science and Mathematics	Faculty	No							
2266	Evelina Alvarado	MS577	Parent/Guardian	Yes	PS31	Parent/Guardian	No				
2267	Monica Ionchek	15k038	Staff	No							
2268	Lauren Donner	PS 245	Alumnus	No							
2269	Olivia Beals-Reid									I am not a faculty member or NYC public school student, however I am concerned for the safety of students, staff, and their family members. Many classrooms do not have proper ventilation, and it is unrealistic to expect one teacher to ensure 30 students are wearing masks, keeping distance, and washing hands.	Public schools should not open until they can do so safely. Otherwise students, staff, parents, and more will die.
											If it wasn't safe to be open in March, April, May or June, it isn't safe to be open now. The blended learning plan doesn't even allow for families to really go back to work, which is what the pretense for in-person learning was based on.
2270	Sophie Laird			No							
2271	Megan Meagher	PS 9	Parent/Guardian	No							
2272	Daniel Mauck	75 Morton	Faculty	Yes	Spruce Street School	Faculty	No				
2273	Cedric Brown	Bronx High School for the Visual Arts	Faculty, Staff	No							
2274	Jeffrey Arancherry	Port Richmond High School	Faculty	No							

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2275 Cathy Chuang	Yes	Bronx HS of Science	Parent/Guardian	Yes	Fiorello LaGuardia School of Arts, Music and Performing Arts	Parent/Guardian	No							
2276 Ellie Dunn	Yes	PS343Q The Children's Lab School	Parent/Guardian, School Leadership Team	No										
2277 Grace Messina	Yes	Hillcrest HS	Faculty	No										
2278 Kim Dempsey	Yes	East Side Community School	Staff	No										
2279 Wendy Glash	Yes	PS 108	Part time admin	No										
2280 Mary Horgan	Yes	Bronx High School for the Visual Arts	Faculty	No										
2281 Nancy Welch	Yes	MS 297	Faculty	No										
2282 Ned M Campbell	Yes	James Madison High School	Faculty	No										
2283 Rachael Sullivan	Yes	PS 516	Faculty	No										
2284 rowena adalia	Yes	BHSVA	Faculty	No										
2285 Tanya Cruz	Yes	PS 516	Faculty, Staff	Yes	MS 259	Parent/Guardian	No							
2286 Kit Golan	Yes	75 Morton	Faculty	No										
2287 Chris Rabot	Yes	Brooklyn Technical H. S.	Staff	No										
2288 Vincent Balestrino	Yes	Port Richmond HS	Faculty	No										
2289 Tanneka Clark-Holmes	Yes	C. S. 134x	Staff	No										
2290 Andrew Schopp	No													
2291 Jonathan Halabi	Yes	HS of American Studies at Lehman College	Faculty	No										
2292 Nathan Bonheimer	Yes	Brooklyn Technical High School	Faculty	No										
2293 Jill Italiano	Yes	PS 134	Staff	No										
2294 Danielle Tavolacci	Yes	IS 239 Mark Twain	Faculty	No										
2295 Marisa Shuman	Yes	The Young Women's Leadership School of the Bronx	Faculty	No										
2296 Melanie Degnan	Yes	PS 118 Maurice Sendak Community School	Parent/Guardian	No										
2297 Stacey Forman	Yes	Sunset Park High School	Faculty	No										
2298 Tania Romero	Yes	The Flushing International H.S.	Faculty, Staff	No										
2299 Yakira Bernstein	Yes	Brooklyn school for career development	Faculty	Yes	Aveyron Stream	Faculty	No							

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2300 Diana Otte	No	Stuyvesant high school	Staff	No							I have many friends and neighbors who are NYC public school teachers. It will not be safe for them or for anyone living in their communities if they go to work under unsafe, dangerous circumstances. It is not just New York City residents who will be put in harms way.
2301 Jessica Tosto	Yes	75 Morton	Faculty	No							
2302 Hannah Morse	Yes	Young Women's Leadership School	Parent/Guardian	No							
2303 Sebastian Di Palma	Yes	The young women's leadership school of east Harlem	Student	No							
2304 Isabelle Rodriguez	Yes	Frederick Douglass Academy Secondary school II	Ex-student	No							
2305 Nojmi Ahmed	Yes	MS447/ Brooklyn school of arts	Staff	No							
2306 Victoria Benitez	Yes	Preparatory Academy for Writers	Faculty, Staff	No							
2307 Jordan Vickers	Yes	Bronx High School of Science	Student	No							
2308 Tahmid Ahmed	Yes	MS 297	Faculty, Staff, Teacher	No							
2309 Yashira Perez	Yes	The George E. Wibecan Preparatory Academy	Staff [51]	No							
2310 Tiffany Michael	Yes	Community school 1340	Staff	Yes	Community school 134	Staff	No				
2311 Mayelin Mejia	Yes	Morris Academy for Collaborative Studies	Faculty	No							
2312 Jasin Martinez	Yes	Young Women's Leadership School	Parent/Guardian	No							
2313 Tinamarie Di Palma	Yes	George F. Bristow School C.S 134x	Staff	No							
2314 Dileida Gracia	Yes										I am concerned about the safety of my former colleagues, students and their families.
2315 Nicole D'Ancona	No	High school for visual arts	Staff	No							
2316 Mounira Seybou	Yes	Community School 134	Faculty	No							
2317 Annalisa Brown	Yes	George F. Bristow	Staff	No							
2318 shadi fahmy	Yes	Vida bogart 352x	Faculty	No							
2319 Kelly O'Dell Carano	Yes	P352x	Faculty	Yes	P75	Staff	No				
2320 Pauline Doerner	Yes	P352X@595	Staff	No							
2321 Latina Blas Singleton	Yes	The Vida Bogart School for All Children	Faculty, Staff	No							
2322 Shirley Laucer	Yes	P352	Staff, Parent/Guardian	No							
2323 Maribel Caban	Yes	P352x The Vida Bogart School	Staff	No							
2324 Amy Zolla	No										
2325 Sara Maffettone	Yes	352X	Administration	No							

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2326 Lisbeth Pimentel	Yes	Vida Bogart School for All children	Staff	No										
2327 Lisha Samuels	Yes	352x @ps.006	Staff	No										
2328 Jason Camacho	Yes	352x 595	Faculty	No										
2329 Gina Pesca	Yes	The Vida Bogart School for All Children -P352X	Faculty	No										
2330 Whitney Siern	Yes	The Vida Bogart School for All Children	Staff	No										
2331 Nigel Cairnes	Yes	PS 352x	Staff	No										
2332 Arthur Boomgard	Yes	PS 352	Faculty	No										
2333 Anthony Pesca	No												my wife is a teacher	my wife is a teacher
2334 JOANN DIUBALDO	No												Mother of a teacher	Safety of children and teachers
2335 Kevin Yarbrough	Yes	Vida Bogart School-P352X	Staff	No										
2336 Janella Espino	Yes	P352X	Staff	No										
2337 Emily DeJesus	Yes	Newtown highschool	Alumnus	No										
2338 Audrey Lawrence	Yes	Rose Hill Pre-K Center	Staff	No										
2339 Damaris Reyes	Yes	The Vida Bogart School For All Children 352x	Faculty, Staff	No										
2340 Alnsa Washington	Yes	P. 352	Staff	No										
2341 Debbie Schauder	Yes	P.S.309K George Weblcan	Staff	No										
2342 Ellen Archer	No													
2343 Adam Sorhaindo	Yes	The vida bogart school ps 352x	Faculty, Staff	Yes	Ps 595x				Staff	No				
2344 Cozette Coleman	Yes	PS 352	Staff	No										
2345 Yvette Barksdale-Pearce	Yes	PS309	Faculty	No										
2346 Lissette Montalvo	Yes	P. 352@595	Staff	No										
2347 Meg Edwards	Yes	P.S.352x	Faculty	No										
2348 Michael Giattini	Yes	Vida Bogart school	Staff	No										
2349 Maria DiMatteo	Yes	352X	Faculty	Yes	352X				Faculty, Staff	Yes	P352X			We would like to be sure everyone has the opportunity to be vaccinated and learn in a safe environment. It should be safe
2350 Ben Giattini	No													
2351 Amanda Caruso	No												Parent of staff member.	
2352 Karen Evans	Yes	BASE HS	Faculty	No									Family	
2353 RoseAnn Colkin	No													
2354 Harriet Scheir	Yes	PS 152k	Retired teacher	No									Family members attend and teach at nyc public schools	The health of our nation
2355 Diane Dorch	Yes	P352x@595	Faculty, Staff Parent/Guardian	No										
2356 Fallon Lloyd	Yes	The Vida Bogart School for all Children P352	Faculty	No										
2357 Joseph diTargiani	Yes	Archimedes Academy	Faculty, Administration	No										
2358 Marlene Pompee	Yes	Vida Bogart	Staff	No										
2359 matthew bellissimo	Yes	ps 97x	Faculty, Staff	No										
2360 Sandra Reier	Yes	PS 861	Faculty	No										

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2361 Tiana Quattrucci	Yes	Ps.71 Lehman high school	Alumnus	No										
2362 Andrew Larkin	Yes	352x@424	Faculty	Yes	P.S.18 Q The Winchester School	Parent/Guardian	No							
2363 Satrohan Sugrim	Yes	C.S 134x	Faculty	No										
2364 Gina Sampedro	Yes	P362X	Staff	Yes	The Vida Bogart School for all Children	Staff	Yes	The Bogart school for all children	Faculty					
2365 Hana Lee	Yes	PAW	Faculty	No										
2366 Pooja Chopra	Yes	NEST+rm	Alumnus	Yes	MS 51	Alumnus	Yes	PS 230	Alumnus				Former NYC DOE teacher	Family and friends working in the DOE will not be safe in the state of this pandemic. Supplies are always scarce and students - since they are impulsive children - are unlikely to comply with CDC regulations.
2367 Dawn Zorilo	No													
2368 Alison Barnett	Yes	Sunset Park Avenues Elementary PS 516	Faculty	No										
2369 Ariel Thompson	Yes	Arts and Letters 305 United	Staff	No										
2370 Katy Hernandez	Yes	P362X	Staff	Yes	P274X	Parent/Guardian	Yes	careers in sports	Parent/Guardian					
2371 Zaida Rodriguez	Yes	P.S352x@75	Faculty, Staff	No										
2372 Latoya Ferguson	Yes	Rose E. Escala PS71 for all Children	Parent/Guardian	No										
2373 Janet Matos	Yes	The Vida Bogart School	Staff	No										
2374 Julienne Krause	Yes	MS/HS 141	Faculty, Staff	No										
2375 Sharon muhamad	Yes	352@595	Staff	No										
2376 Sarah Jamgotch	No													This is a life or death issue, and everyone should be interested in opening schools when safe enough to reopen. Following scientific, evidence-based and knowledge and suggestions are a must. Protecting the most vulnerable means not putting people at further risk.
2377 Lydia Cohen Harris	No													Protecting the most vulnerable means not putting people at further risk.
2378 Jane Lindberg	No													My interest is a) public health and the physical and emotional safety of all who live in our City. b) protecting a diminishing educational workforce. c) dedicating resources to advance distance learning as the potentially best step toward genuine educational equity. d) the refurbishment and rebuilding of our public school sites to protect the safety of all who learn and work there and to create a technological infrastructure that supports all learners. NYC public schools can consider myself well qualified to offer my opinion on this subject.

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2379 Ryan Tirelli	Yes	p352x	Staff	No							
2380 Sophie Poritzky	Yes	Bronx High School of Science	Student	No							
2381 Stephanie Freeman	Yes	P811X	Staff	No							
2382 Jaclyn Sherman	No									My daughter works with children in a private school and I am a retired employee of the DOE.	Safety issues
2383 Wanda Escotto	Yes	The Vida Bogart School for All Children	Staff	No							
2384 Jineen Carcamo	No										
2385 Bing Dong	Yes	Bronx science	Parent/Guardian	No							
2386 Ronja Furiya	Yes	Ps 191	Staff	No							
2387 Guillermo Miquele	Yes	P352@595	Faculty, Staff	No							
2388 Ilka Rios	Yes	Bronx Envision Academy	Parent/Guardian, GEC12	No							
2389 Esther Gottesman	Yes	Arts and Letter 305 United	Faculty	No							
2390 Jessica Ross	Yes	Midwood High School	Faculty	No							
2391 Stephanie Kinstefin	Yes	Ms hs 368	Faculty	No							
2392 Latasha Ford	Yes	811X	Staff	No							
2393 Caroline Phillips	Yes	NEST+rn	Faculty	No							
2394 Doris Addarich	Yes	Leaders of Tomorrow	Parent/Guardian	No							
2395 Ivana Sunjevaric	No										
2396 Mariana Perdomo	Yes	P352x	Staff	Yes	PS218	Parent/Guardian	No				Concern for public safety
2397 Kathryn Gambino	Yes	P.S. 376K	Faculty	No							
2398 Mildred De Leon	Yes	352x@P006	Staff	No							
2399 Roxanne John	Yes	P.S. 309	Faculty	No							
2400 Chunann Chang	Yes	Bronx High School of Science	Parent/Guardian	Yes	Queens High School for the Sciences	Parent/Guardian, Parent of Alumnus	No				
2401 Erica Corilo	Yes	PS214K	Faculty	No							
2402 Juliet Salcedo	Yes	James Madison HS	Faculty, Staff	No							
2403 Dereil Williams	Yes	P352X@595	Staff	No							
2404 Cynthia Lopez-Arroyo	Yes	P352X	Staff	No							
2405 Camille Perretti-Fiato	No										
2406 Jim Chin	Yes	School of the Future	Staff	No							
2407 KHADIDJA Jabbi	Yes	Forest Hills HS	Staff	No							
2408 Tunisia Bristol	Yes	West Prep Academy	Faculty, Staff	No							
2409 Roberto Rios	Yes	Claremont IHS	Faculty	No							
2410 Marianthy Karantzes	Yes	Forest Hills HS	Parent/Guardian	Yes	IS 73 The Frank Sansivieri School	Staff	No				I have teachers and students in my family and I want them kept safe!
2411 Alison Kelly	Yes	PS11Q	Faculty	No							
2412 Cynthia Ryan	Yes	JHS 227 Edward B. Shallow	Faculty	Yes	Leon Goldstein	Parent/Guardian	No				

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2413 Lucia Lengua	Yes	VIRGIL GRISSOM MS226 Queens	Administration	No							
2414 Anna Efkarpidis	Yes	Ps 11q	Retired staff	No							
2415 Dina Yamone	Yes	MS101	Staff	No							
2416 Krysta Camp	Yes	Dream Charter High School	Staff	No							
2417 Andrew De Angelis	No										I want all New Yorkers to stay safe and have access to high quality education
2418 Almee Adelfio	Yes	452	Faculty	No							
2419 Janet Mendez	Yes	Sunshine Developmental school	Parent/Guardian	Yes	Harbor school	Parent/Guardian	No				
2420 Denise DeJesus	Yes	Urban Assembly Media HS	Staff	Yes	GWB YABC	Faculty, Staff	No				
2421 Yiranny Minaya	Yes	Prefer not to answer	Staff	No							
2422 Keira Arias	Yes	Belmont Preparatory HS	Staff	No							
2423 Gregg Lundahl	Yes	Satellite Academy	Faculty	No							
2424 Teresa King	No										My biggest concern is safety issues for teachers, students and staff due to my current immune compromised health condition
2425 Magdalena Taveras	No				Spyuten Duvvil Preschool	Parent/Guardian	No				My daughter is a public school teacher
2426 Ana Bethencourt	Yes	P.S. 443	Faculty	Yes							My child goes to charter school not public school.
2427 Ana Holly	No										
2428 Sydra Mallery	Yes	15K130	Faculty	Yes	MS 839	Parent/Guardian	Yes	Boerum Hill School for International Studies	Parent/Guardian		I work for a private school that is partly funded by the DOE (our students have special needs and the DOE does not have appropriate settings for them, so we provide their education). We follow the DOE calendar- holidays, days off, etc.
2429 Alyne Gordon	Yes	721Q John F Kennedy Jr	Parent/Guardian	Yes	02M560	spouse of teacher	No				I am a teacher and despite my school's very detailed plan, I am still overwhelmed by the logistics and undertaking that going back will be. It does not feel safe!
2430 DC37 Progressives Caucus	No										
2431 Kate Sbani	No										As city employees and union members we have a vested interest in safe schools. If schools become vectors for the transmission of Covid-19 it will be devastating for the whole city
2432 Risa Parlo	Yes	Brooklyn Technical HS	Faculty	No							Solidarity to all teachers nationwide struggling to serve their communities while being forced into unsafe labor conditions.
2433 Heidi Fleischman	Yes	24Q102	Staff	No							
2434 Ana vasquez	Yes	Belmont Preparatory High School	Staff	No							
2435 Umang Desai	Yes	Brooklyn Technical High School	Faculty	No							Teacher in Oakland

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2436 Alexis Desai	Yes	Academy of American Studies	Faculty, Staff	No							
2437 Heather Lea	Yes	Beacon	Faculty, Staff	No							
2438 Cynthia Bemardo, PhD	Yes	Brooklyn Technical High School	Faculty	No							
2439 Darlene Cabrera	No			No							
2440 Genevieve Dunzelman	Yes	The Beacon School	Faculty	No							
2441 Deborah Heller	Yes	The Beacon School	Faculty	No							
2442 Kelly Guerrieri	Yes	Jhs 227 Edward	Faculty	Yes	KECSS	Parent/Guardian	No			My sister is a teacher.	Public health
2443 Adriana Rameses	No										
2444 Jo Ann Cimalo	Yes	The Beacon School	Faculty	No							
2445 Dara Kornblatt	Yes	Beacon High School	Faculty	No							
2446 Karen Cooper	Yes	The Beacon School	Faculty	Yes	PS 199	Parent/Guardian	No				
2447 Sunita Budhiraja	Yes	Beacon HS	Staff	No							
2448 Michael Ekstract	Yes	PS 183 Manhattan	Parent/Guardian, SLT chair	No							
2449 Shirley	Yes	811x	Staff	No							
2450 Laurel De George	No										
2451 Julia Maher	Yes	The Bronx High School of Science	Student, Alumnus	No							
2452 Morgan Hasner	Yes	Susan E Wagner High School	Faculty	No							
2453 MARC STEGMAN	Yes	PS 130 Parkside school	Faculty, Staff	No							
2454 Julio Benitez	Yes	The Beacon School	Faculty	No							
2455 Andrew Stephens	Yes	Franklin Delano Roosevelt High School	Faculty	No							
2456 Liz Kaufman	Yes	Beacon High School	Faculty	Yes	Beacon High School	Faculty	Yes	Beacon High school	Faculty		
2457 Debra Thompson	Yes	295	Faculty	Yes	204	Parent/Guardian	No				
2458 Anna Maria mangatas	Yes	The Bronx High School of Science	Alumnus	No							
2459 Richard Cavallere	No										
2460 Dierdre Glenn	No										
2461 Julia Kim	No										
											Schools should remain remote as the spread of COVID-19 is increasing, especially in school age children as other states have begun school. Research into COVID-19 shows significant lung damage for survivors and long-term effects of a new disease cannot yet be measured. Remote learning in full is the safest and only option to protect students, families; and teachers
											An outbreak within a school could prove to be dangerous for many people
											I am a friend and family member to NYC Public Schools
											Parent of children in schools in Dutchess County
											I want my students, colleagues, and friends to be safe
											Former NYC teacher

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2462 Carla E Wagner	No			No										
2463 Catherine J. Nunez	Yes	1 Payroll Secretary		No										
2464 Colleen Ho	Yes	IS98	Parent/Guardian	No										
2465 Pauline Wagner	No													
2466 Ann Fawcett Ambia	Yes	LaGuardia High School	Parent of Alumna	Yes	The Beacon School	Parent of an Alumnus	Yes	P.S. 19	Alumnus					
2467 Laura Castro	No			No										
2468 Katharine Yang	Yes	Mott Hall II the vda bogart school for all children	Faculty	No										
2469 Nicole Polinsky	Yes	Beacon High School	Faculty	No										
2470 Sam Jaffe	Yes	PS 144	GRANDPARENT	No										
2471 GEORGIA GUIDA [S2]	Yes	Toitenville High School	Faculty	No										
2472 John Avena	Yes	Metropolitan Expeditionary Learning School	Faculty	No										
2473 Robin Baumgarten	Yes	Brooklyn Technical High School	Faculty	No										
2474 Samantha Seide	Yes	The Beacon School	Faculty	No										
2475 Ellie Boatwright	Yes	Bronx Alliance Middle School	Staff	No										
2476 Dominique McGregor	Yes	MS 365	Staff	No										
2477 Vivian Ruiz	Yes	Bard High School Early College	Staff	No										
2478 Elizabeth Bevington	No													
2479 Jesse Garces Kiley	Yes	Quest to Learn	Faculty	No										
2480 Kathryn Litman	Yes	Quest to Learn	Faculty	Yes	P.S. 212 Queens	Parent/Guardian	Yes	Lyons Community School	My husband works there					
2481 Rachelle Vallon	Yes	Quest to Learn	Staff	No										
2482 Hallie Clickman	Yes	Quest to Learn	Faculty, Staff	No										
2483 Jenna Deniro	Yes	Quest to Learn Middle School	Faculty, Staff	No										
2484 Alyssa Richman	Yes	Quest to learn	Faculty	No										
2485 Alexa Kaplan	Yes	Quest to Learn	Faculty	No										
2486 Andrey Chichagov	Yes	Fannie Lou Hamer P.S. 31 (Queens)	Afterschool director for a CBO (Phipps Neighbors) that working in the building	No										
2487 Rebecca Naegle	Yes	Alumnus	Alumnus	Yes	P.S. 188 (Queens)	Alumnus	No							
2488 Marina Molarsky-Beck	Yes	Bard High School Early College	Alumnus	Yes	M.S. 54 Booker T Washington	Alumnus	No							

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2489 Jane Fentress	No									No affiliation	As an educator, I stand with other educators in this vulnerable position
2490 Joanan Sánchez	Yes	Quest to Learn	Staff	No							Teachers are essential workers and need to be provided with a safe working environment. If the gov cannot provide it or if in school learning is not safe, we should protect the health of our students and teachers and have remote learning.
2491 Alex Zandi	No			No							
2492 Victoria Kim	Yes	QueensPointe Preschool	Staff	No							
2493 Ashley Persalle	Yes	Mott Hall STA	Staff	No							
2494 Shahana Hanif	Yes	PS 230	Alumnus	Yes	CUNY Brooklyn College	Alumnus	No			Friends work at NYC public schools	
2495 Ginger Thatcher	No			No							
2496 Mack Price	Yes	Bronx Latin High school	Parent/Guardian	No							
2497 Peter Zucker	Yes	ATR	Faculty	No							Our children are not laboratory rats. We do not know the true effects on children. Because we are all over the map in containing this, we should not reopen now.
2498 Berk Koca	Yes	Arturo S. Schomburg Satellite Academy of the Bronx	Faculty	No							
2499 Christine Fernandez	Yes	Academy for Personal Leadership & Excellence	Faculty	No							
2500 Maura Donnelly Burke	Yes	PS 401 M	Faculty	No							
2501 Robin Williams	Yes	IS 190	Staff	Yes	Acension School	Parent/Guardian	Yes	TAPCO school	Husband is a teacher there		
2502 Bridget Malloy	Yes	Beacon School	Faculty	No							
2503 Janet Naegele	Yes	Bronx High School of Science	Alumnus	Yes	IS 237Q	Alumnus	Yes	PS 120Q	Alumnus		
2504 Jamey Lord	Yes	P.S./I.S. 217	Alumnus	No							
2505 Michele Lepier	Yes	993Q	Faculty	No							
2506 Laura Rubin	Yes	Beacon High School	Faculty	No							
2507 Laura Hamrahan	Yes	P721M.	Faculty	No							
2508 Larisa	Yes	721M Manhattan Occupational Training Center	Faculty	No							
2509 Karen Rogers	Yes	721M	Staff	No							
2510 Cora Cooleghe Fazio	Yes	PS 280Q	Faculty	No							
2511 Kenesisha Troupe	Yes	P. S. 99	Parent/Guardian	No							
2512 Kristin Barone	Yes	P. S. 17K	Faculty	No							
2513 Katherine Lapham	Yes	Manhattan Business Academy	Faculty	No							
2514 Christina Phillip	Yes	the vida bogart school for all children	Staff	No							
2515 Cori Koopman	Yes	PS 100	Faculty	No							
2516 Ellen Schorr	Yes	Bronx High School of Science	Parent/Guardian	No							
2517 Isadora Polish	Yes	The Bronx High School of Science	Student	No							

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2518 Jo Wong	No												I want the employees I know and children to be safe.	
2519 Elisabeta Greca	Yes	New World HS	Faculty	No										
2520 Melissa Dehner	Yes	Shallow, JHS 227K	Faculty	No										
2521 Phylcia Ross	Yes	352x@75	Staff	No										
2522 Jennifer Pedraza	Yes	The Bronx High School of Science	Faculty	No										
2523 Christie Clarke	Yes	IS 318	Faculty	Yes	PS 380	Faculty	No							
2524 Sonia Rainville	Yes	PS 282	Parent/Guardian	No										
2525 Sharon Clarke	Yes	P. S. 200	Student, Alumnus	Yes	P. S. 90	Student, Alumnus	No							
2526 Rosalie Malone	Yes	Benjamin n Cardozo hs	Faculty	No										
2527 Zakeya Khanom	Yes	P.S./M.S. 194	Parent/Guardian	Yes	PS 168 x @ MS 203	Parent/Guardian	Yes	Bronx High School of Science	Parent/Guardian					
2528 Jacqueline Paolone	Yes	PS11 William T Harris	Parent/Guardian, PTA President	No										
2529 Yocksabel Fernandez	Yes	P.S. 099 Isaac Asimov	Parent/Guardian	Yes	Midwood HighSchool	Parent/Guardian	No							
2530 Amelia Kidd	No												I'm a social worker in a health care setting. I am terrified that reopening schools will cause another COVID-19 spike, indirectly resulting in the suffering and deaths of my patients (who are mostly poor, homeless POC - we know how much this virus has impacted these communities). I'm scared for my friends who are teachers and school administrators; I'm scared for the students who could die and/or bring the virus home to their families (imagine the trauma of giving your loved one this deadly disease); and I'm scared for myself. Do the right thing and allow school to start remotely.	
2531 Cathy Wilson-Daly	Yes	PS 103 Benjamin Franklin hs for finance and information technology	Faculty	No										
2532 Alice Brea	Yes		Faculty, Staff	No										
2533 James Bannon	No												I do not want my friends to die	
2534 Gabrielle Kane	No												A teacher looking for support from all education branches	
2535 Alyssa Nardelli	No												I am a teacher in the archdiocese and understand the difficulties facing teachers at this time.	
2536 Catherine Farley	Yes	LaGuardia High School	Student	No										
2537 Jamie Wilber	Yes	City As School	Faculty	No										
2538 Sarah Goffman	Yes	City-As-School	Faculty	No										
2539 Goldie Erick	Yes	RKA	Faculty	Yes	RNH	Parent/Guardian	No							
2540 Claire Cox	Yes	City-As-School High School	Faculty	No										

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2541 Carmen Abreu	Yes	RKA 141	Faculty	No							
2542 Veronica Rivera Savage	Yes	City As School HS	Staff	No							
2543 Stephanie Gordon	Yes	Ms/hs 141	Faculty	No							
2544 Amy Kaminski	Yes	Riverdale/Kingsbridge Academy	Faculty	No							
2545 Rebecca Keith	Yes	Williamsburg H.S. of Arts and Technology	Faculty	Yes	Bronx Science	Alumnus	Yes	P. S. 3.	Alumnus		
2546 Jamie Cardenas	Yes	PS 48 the Mapleton School	Faculty	No							
2547 Lizzie Caplan	Yes	P. S. 212	Parent/Guardian	No							
2548 Ramdat Singh	Yes	Riverdale Kingsbridge Academy	Faculty	No							
2549 Ussuri Yu	Yes	City-as-School	Staff	No							
2550 Kristin Flood	Yes	PS 396x	Faculty	No							
2551 Sandra Chang	Yes	Forest Hills High School	Alumnus	Yes	I.S. 93 Q	Alumnus	Yes	P. S. 153 Q	Alumnus		
2552 Daiki Henderson	Yes	Manhattan Center for Science and Mathematics	Alumnus	Yes	Salk School of Science	Alumnus	No			Former teacher	Teacher and student safety
2553 Millan	Yes	George Washington High School	Staff	No						Museum educator working in schools, parent of a future NYC public school student	I have many dear friends who are teachers and they fear for their lives. Until they feel comfortable, I don't believe schools should open.
2554 Markowitz	Yes	City-As-School	Staff	No							People that teach children deserve to be safe and protected.
2555 Brigida Pagan	Yes	PS 352@595	Faculty	No						My friend is a NYC public school teacher	For the greater good of the health and safety of all NYC, please wait to safely reopen schools
2556 Sara Femenella	No									supporter	Being an educator myself in NY and MN, it's very important to listen to the educators and their concerns in NYC. I hear that the buildings are not made safe and it is unfair to bring all children and teachers into school when you are not providing the necessary resources to make the conditions safe. Listen to the schools and educators who need safe classrooms to open. Wait until you can provide all New York City schools with safe measurements, resources, and materials.
2558 Amber Doe	No										
2559 Aerin Vanhala	No										
2560 Ayuko Boomer	No										
2561 Claudia Goldstein	Yes	Ps3	Alumnus	No							

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2562 Philip Trageser	No												Son attends fieldston in bronx	I don't believe it's safe to reopen schools. Teachers will get sick and die
2563 Carol Poliak	No												Washington State Public Schools	A lifetime teacher and school counselor with loved ones who teach in NYC public schools.
2564 Sophia Lin	Yes	JHS194 William H Carr	Student	No										
2565 Taewook Cha	Yes	The Bronx High School of Science	Parent/Guardian	Yes	Russell Sage JHS 190 Riverdale Kingsbridge Academy	Parent/Guardian	No							
2566 Clare Hagan	Yes	DeWitt Clinton HS	Faculty	Yes		Parent/Guardian	No							Saving teachers, students and NYers alike!
2567 Brandon Acion-Bond	No			No										Ensuring general public safety demands ensuring the safe reopening of schools.
2568 Rebecca Ford	Yes	Beacon High School	Faculty	No										
2569 Mara Rosenbloom	No													
2570 Ronald Pierce	No													
2571 Ross Daniels	No													
2572 Mayra Nunez	Yes	The Vida Bogart School-P352X	Faculty	No										
2573 Kaitlyn Stoltze	Yes	PS/MS 194	Faculty	No										
2574 Julie Mann	Yes	Newcomers High School	Faculty	No										
2575 Nina Kramer	Yes	Newcomers High School	Faculty	No										
2576 Diana Reeve	Yes	LaGuardia High School	Alumnus	Yes	PS 97	Alumnus	Yes	IS 144	Alumnus	Yes				Same as above Niece is teacher in NYC
2577 Kim Allen	No													
2578 Nancy DePas	Yes	Newcomers High School	Faculty	No										
2579 Sarah Finucane	Yes	Urban Assembly School for Law and Justice	Faculty	Yes	New Voices Middle School	Parent/Guardian	No							
2580 Diana Mann	Yes	New Comer High School	parent of a teacher and a retired teacher	No										
2581 Megan Hook	No													
2582 Jonathan Mann	No													

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2583 Libby McInemy	No			No							My interest as an American is in safe reopening of our city institutions — whether that is schools, gyms, city council meetings, restaurants, libraries or bars. Nobody wants the trauma, casualties and inconveniences of this virus, but this is illuminating the measure of our resilience, our strategic thinking, our humanity, our patriotism, and our true patriotism. We must keep our communities safe. We must step up and stand in our power and make the right decisions now.
2584 Ellen Quish	No			No							
2585 Jeremy Manasia	Yes	LaGuardia HS	Alumnus	No							
2586 Kevin Kudic	Yes	Newcomers High School	Faculty	No							
2587 Katherine Rodriguez	Yes	PS 396	Staff	No							
2588 Allison Bigelow	Yes	High School for Community Leadership	Faculty	No							
2589 Sasha Abner	No										
2590 Heather Scott	Yes	Lower East Side Preparatory	Teacher	No							
2591 Hong Yang	Yes	Manhattan Center for Science and Mathematics	Staff	No							
2592 Dylan Tramm	Yes	Manhattan Center HS	Faculty	Yes	PS 10	Parent/Guardian	Yes	JHS 88	Parent/Guardian		
2593 Evelyn Wing	Yes	Manhattan Center for Science and Mathematics	Staff	No							
2594 Jenna Drmacich	Yes	Manhattan Center for Science and Math	Faculty	Yes	Wagner Middle School	Parent/Guardian	Yes	Brooklyn Latin	Parent/Guardian		
2595 Rose Connelly	Yes	Manhattan Center for Science and Mathematics High School	Faculty	No							
2596 Christopher Valletutti	Yes	Manhattan center for science and mathematics	Faculty	No							
2597 Renee Petrillo	Yes	Ps198m	Faculty	No							
2598 Holly Varsalona	Yes	47 American Sign Language High School	Parent/Guardian	No							
2599 Austin Rangel	Yes	Manhattan Center for Science and Mathematics	Faculty	No							
2600 JANE AMENDOLA	Yes	Manhattan Center for Science and Mathematics	Faculty	No							
2601 Morgan Nagy	Yes	IS 73	Faculty	No							
2602 Caroline Stephenson	Yes	PS 40 (District 2)	Parent/Guardian	No							
2603 Darby hodge	Yes	Darby hodge	Staff	No							

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2604 Shanika Hagley	Yes	Collaborative Arts Middle School	Faculty	No										
2605 Kiana Parsons	Yes	Manhattan Center for Science and Mathematics	Faculty	No										
2606 Joseph Barreto	Yes	Manhattan Center for Science and Mathematics HS	Staff	No										
2607 Iona Lieberman	Yes	Art and Design HS	Faculty	Yes	MS297	Parent/Guardian	Yes	PS212	Parent/Guardian					
2608 Venise Morales	Yes	Brooklyn Academy of Science and the Environment.	Staff	No										
2609 Sandra Diaz	Yes	School of Humanities	Faculty, Parent/Guardian	Yes	School of Heroes PS 58	Parent/Guardian	No							
2610 Iaria Mignatti	Yes	PS40	Parent/Guardian	Yes	BCCHS	Parent/Guardian	No							
2611 Elizabeth Palaj	Yes	Susan E Wagner High School	Faculty	No										
2612 Rachel Hodge	Yes	Queens Prep Academy	Faculty	No										
2613 Hailey Meville	No													
2614 Dia-Lisel Kuhl	Yes	PS 13R	Faculty, Staff	No										
2615 Michelle blate	Yes	PS 40	Parent/Guardian	No										
2616 Ryan Bruckenthal	Yes	NYC High School Special Education Teacher	Faculty, Staff	No										
2617 Emily Rubin	Yes	Manhattan Center for Science and Mathematics	Faculty	No										
2618 Yesenia Perez	Yes	Manhattan Center for Science and Mathematics	Faculty	No										
2619 Jill Olsen	No													
2620 Ashley Landman	Yes	Manhattan Center for Science and Mathematics	Staff	No										
2621 Britney Osborne	Yes	Manhattan Center for Science and Math	Faculty	No										
2622 Paul Narducci	Yes	Brooklyn Academy of Science and the Environment	Faculty	No										
2623 Terry Daly	Yes	Manhattan Center for Science and Mathematics	Family	No										
2624 Marco Pinto	No													
2625 Emily Braifman	Yes	Sof	Parent/Guardian	No									Friend of city teacher	Student and faculty safety

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2626 Shaimna Beadersiaat	No	Manhattan Center for Science and Mathematics High School	Faculty	Yes	Townsend Harris High School	Alumnus	No						my friend is a teacher at a NYC public school	Public health is vital. Schools are central hubs for public health as they serve the public and pretty much everyone knows/comes in contact with someone who attends or works at a school. This is a safety issue for the community. Beyond that, it is reprehensible that our schools and school staff have been used as catchalls for other societal problems with deficient funds and how they are being asked to risk their lives with even greater deficient funds. If schools cannot open safely, they should not open.
2627 Lavinia Pascal	Yes	Manhattan Center for Science and Mathematics High School	Faculty	Yes	Townsend Harris High School	Alumnus	No						Niece school teacher & nephews & nieces are students	Spread of COVID-19
2628 Stephanie Harper	No	I.s. 227	Alumnus	No										
2629 Catherine Thompson	Yes	PS154	Faculty	No										
2630 Tori Putch	Yes	Preparatory Academy for Writers	Staff	No										
2631 Mike Mondello	Yes	Newcomers High School	Faculty	No										
2632 Mona Canning	Yes	Manhattan Center for Science and Mathematics	Faculty	No										
2633 John Woodburn	Yes	PS189x	Faculty	No										
2634 Adrienne Perito	Yes	Manhattan Center for Science and Mathematics	Staff	No										
2635 Bridget Kilpatrick	Yes	Yorkville community school ps 151	Staff	No										
2636 Mariel Posner	Yes	Manhattan Center for Science and Mathematics	Staff	No										
2637 Miriam Bachman	Yes	Manhattan Center for Science and Mathematics	Faculty	No										
2638 Eiana Goldberg	No	IS 364 Gateway	Faculty, Staff, Parent/Guardian	No										
2639 Vanessa Augustin	Yes	PS 33 Chelsea Prep	Parent/Guardian	No										
2640 Stefanie Trilling	Yes	PS 33 Chelsea Prep	Parent/Guardian	No										
2641 Lauren Berman	Yes	PS 35Q	Staff	No	PS 131q	Staff	No							
2642 Dana Basta	Yes	Thomas Edison HS	Parent/Guardian, Parent of Teachers in each program	Yes	Preparatory Academy for Writers, Springfield Gardens HS	Parent of a Teacher	Yes							
2643 Suzanne Taffet-Romano	Yes	Girls Prep Lower Eastside	Community Council President	No										
2644 Tamika Mapp	Yes			No										

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2645 Jody Sterling	No									My niece and my nieces' husbands work for NYC schools	Safety for children, staff and teachers
2646 Elien sanitoro	No									Preschool directive	Preschool's should be checked for ventilation as well!
2647 Kiersten Franz	Yes	Brooklyn Technical High School	Faculty	Yes	Tag Young Scholars	Parent/Guardian	No				I want to know the protocol for the schools opening with how clean the school will be, how much cleaning material will be supplied. What is your plan for when a student or teacher gets sick with COVID, if it's a few people or an outbreak. We need to protect the children and teachers! This is not something to be taken lightly. Teachers are risking their lives, just as Nurses and Doctors are! I want to know that my sister, her family and our family will be safe while she's teaching back in school. She is terrified not only for her incoming students to be subjected to the possibility and fear of getting COVID in school, but also bringing it back home and infecting her two young children, and her own parents. Thank you
2648 Dawn Buscemi	No	PS 40 Augustus St Gaudens	Parent/Guardian	No							
2649 Natalie Gruppuso	Yes										
2650 Jessica Pruet-Barnett	No										
2651 Sofia Ramos	Yes	PS 198	Parent/Guardian	No							
2652 Alison Bock	Yes	Ps 112	Staff	No							
2653 Ashley Friedman	Yes	PS 112	Faculty	No							
2654 Patricia Garcia	Yes	PS112m	Faculty	No							
2655 Michelle Park	Yes	Yorkville Community School PS 151	Faculty	Yes	East Side Middle School	Parent/Guardian	No				
2656 Andrea Lopez	Yes	PS 112m	Faculty	Yes	PS/MS 206	Parent/Guardian	No				
2657 Bari Schorr	Yes	Ps6	Parent/Guardian	No							
2658 Melissa Laniado	Yes	PS 364	Staff	No							
2659 April Mae Serpa	Yes	PSIS 187	Parent/Guardian	No							
2660 Alexander Sanchez	Yes	New Design middle school	Parent/Guardian	No							
2661 Christopher Lopez	Yes	Ps201	Parent/Guardian	No							
2662 Denise Cruz	Yes	PS 153	Parent/Guardian	Yes	MS177 Yorkville East Middle School	Parent/Guardian	No				
2663 Michelle Weidler	Yes	Ps 112	Faculty	No							
2664 Sarah Goldenberg	Yes	PS 112M	Staff	No							

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2665 Priscilla Cruz	Yes	PS 112 Jose Celso Barbosa	Related Services	No						Parent	
2666 Chelsea dunkel	No										
2667 Angela Kendall	Yes	Ps 290	Parent/Guardian	No							
2668 Stephanie Latos	Yes	Ps 40	Faculty	No							
2669 Michele Bonacci	Yes	P.S. 21 Bronx, New York	Faculty	No							
2670 Jodi Reichlin	Yes	Ps 101	Staff	Yes	PS 349	Staff	No				I want all who will be inside NYC schools to be safe and healthy. I do not hear very much about visits to schools in the Bronx. I taught in a building that is currently 78 years old, no ventilation, no classroom a/c, windows that do not open beyond four inches from the bottom only, no outdoor space. NO WAY SHOULD PEOPLE BE INSIDE THOSE BUILDINGS.
2671 Linda Masia	No									Retired teacher	
2672 Gwen Fosterman	Yes	PS122Q	Parent/Guardian	Yes	Long Island City High School	Faculty	No				
2673 Paige Power	Yes	Philip Sheridan	Faculty	No							
2674 Thomas J Hoban	No										
2675 Alexandra Tammer	Yes	PS112 Jose Celso Barbosa	Staff	No							Kids need to interact with each other in a safe learning environment. Maybe limit the amount of hours but don't make them be remote learning on zoom. That's just tough.
2676 Madalena Pettera	Yes	PS32	Faculty	Yes	Ps 71	Faculty	No			Supporting my educator friends	
2677 Lisa Wilde	Yes	P369@GWH	Faculty	No						Parent of a Highschool student	
2678 Alma Radomic	No										My daughter
2679 Stacey Warren	Yes	Philip Sheridan	Staff	No							
2680 Marilyn Costa	Yes	PS54	Faculty	No							
2681 Danielle B	Yes	Francis of Paola	Faculty	No							
2682 Ariana Redcliffe	Yes	ETHS	Staff	No							
2683 Jennifer Wood	Yes	Philip Sheridan PS 21	Related Service Provider	No							
2684 Laura Caluri	No									New York teacher	Safety of teachers and students
2685 Janine Calefate	Yes	X083	Faculty	No							
2686 Elisa Grotto Ludwig	Yes	PS 189 Cornerstone Academy	Staff	No							
2687 Kathy Burdi	No									Friend of teachers	Keeping kids and staff safe
2688 Madison Collins	Yes	Manhattan Center for Science and Math	Staff	No							
2689 Ellen Brennet	Yes	Ps189 X	Faculty	No							
2690 Gerald siboda	Yes	Ps 21 Bronx, philip sheridan	Staff	No							

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2691 Monica Sow	No										
2692 Jennifer Girtz	Yes	Ps 199 manhattan	Parent/Guardian	No							
2693 Kanyarat weiser	Yes	Mcsm	Faculty	No							
2694 Anthony Dargahi	Yes	Manhattan Center for Science & Math	Faculty	No							
2695 Melissa Belances	No										
2696 Inesa Ziu	Yes	Manhattan Center For Science and Mathematics	Faculty	No							
2697 Ethel Wang	Yes	Manhattan Center for Science and Math	Faculty	No							
2698 Mitchell Weinfeld	Yes	MCSM	Faculty	No							
2699 Michael Vallone	Yes	FDR High School	Faculty	No							
2700 Jason Elbogen	Yes	Queens Adult Learning Center	Faculty	No							
2701 Tamekah Crosswell	Yes	Philip Sheridan P.S. 21	Staff	Yes	P.S. 377Q	Parent/Guardian	No				
2702 Samantha basile	Yes	Manhattan center	Faculty	No							
2703 Angie Thomas	Yes	Manhattan Center for Science and Mathematics	Faculty, Staff	No							
2704 Sharon Leon	Yes	MCSM	Staff	No							
2705 Janice Ruiz	Yes	Ps 153Q maspeth	Parent/Guardian	No							
2706 Jasyne cintron	Yes	Ps 153 Q maspeth	Parent/Guardian	No							
2707 Stacey Iandolo	Yes	PS/MS 280	Faculty	No							
2708 Sandra Ramos-Alamo	Yes	P352x	Staff	No							
2709 Jesslyne cin	Yes	Ps 153q maspeth	Parent/Guardian	No							
2710 Alvin Pena	Yes	High School of Economics & Finance	Staff	Yes	Professional Performing Arts High School	Parent/Guardian	Yes	East Village Community School	Parent/Guardian		
2711 Mary Rojan	Yes	P.S.151Q	Faculty, Staff	No							
2712 Mark Walker	No										
2713 Torsten Severtson	No										
2714 Megan Wallner	Yes	Sunset Park High School	Faculty	No							
2715 Jillian Leedy	Yes	Flushing International High School	Faculty	No							

Thank you, members of the NYC Council. My name is Jo Macellaro and I am a special educator at P186X, a District 75 school in the South Bronx.

As you may know, District 75 provides city-wide special education services to students across the five boroughs. District 75 serves nearly 25,000 students, all of whom have at least one disability, 86% of whom are students of color, and 86% of whom are economically disadvantaged. District 75 schools tend to be in lower-income neighborhoods - such as mine, in the South Bronx - and therefore have fewer resources than many other schools across the five boroughs.

I am submitting this testimony because in the rush to reopen New York City public schools, District 75 staff and students have not even been considered. Back in the spring, we lost dozens of teachers, paraprofessionals, and other school staff members to the novel Coronavirus. The majority of those we lost were special education teachers and paraprofessionals. In District 75, teachers and paraprofessionals must have physical contact with the students in order to do our jobs - including changing diapers, assisting with feeding tubes, or dealing with behaviors such as spitting and biting. UFT president Michael Mulgrew reported that according to the independent health experts tasked with ensuring school safety as schools reopen, the most important things are masks and social distancing. Unfortunately in District 75, both of those things are not possible.

Many of our students cannot wear masks due to health reasons, and many others will not due to sensory and behavioral issues. Social distancing is not possible while physically assisting students with toileting and feeding, or while providing the level of support our students require throughout the day. As a District 75 teacher, I have been advocating for my students and colleagues and the only response I have received has been that District 75 staff will receive hospital-grade PPE. I know for a fact that my school has not yet received any PPE - never mind hospital-grade - and considering the fact that the cleaning and disinfecting supplies we received when schools were still open in the spring consisted of a package of baby wipes, I do not hold out hope that the DOE will actually provide the type or amount of PPE that we need.

In addition to the concerns about health and safety inside the classrooms, there is another issue that I have gotten no answer to: busing. Many District 75 students have busing services on their Individualized Education Plans (IEPs), which means that the city is legally required to provide the service. Although students are set to return to school this month, the city still does not have a busing contract. In addition to that, there are no safeguards in place for student and staff safety on the buses. Students do not only share small school buses with children from other classes in their schools, but with students from other schools in the neighborhood. There are no plans in place to mitigate the community spread of COVID-19 in this situation.

Why are the thousands of students and staff in our most high-need schools being ignored and pushed aside in the rush to reopen school buildings? Why, even though we are most likely to die from coronavirus, have we not been invited to the conversation about school reopening plans? Why is New York City leadership okay with sending its highest-need children into

underfunded, unsafe buildings without a second thought? Are our low-income, students of color with disabilities that expendable? Are their teachers and paraprofessionals?

Greetings Councilman Treyger,

I am the sole Music teacher at a High School in Long Island City and am currently slated to teach in-person this fall. In a non-pandemic semester, I typically teach 170 students in chorus, band, and general music classes. This semester I will be teaching 40.

We have a relatively small portion of our student body electing for the Hybrid model. This is good for social distancing but bad in terms of staffing. The current guidance says that I am allowed to teach in one of three capacities: In-person hybrid, remote hybrid, full remote. In order to facilitate this, we will not be offering any remote-only music courses this fall. Any remote hybrid lessons will likely be simple worksheets administered by a substitute teacher.

My 170 students would be better served if NYC schools were allowed to go fully remote. I would be able to continue the interactive, rich online course work I developed in the Spring. My college-bound seniors, some of whom are planning on majoring in music, would get their final year of music. My developing sophomores and juniors would further their skills and deepen their understanding of music.

Instead, I will see 40 students, split into 2 cohorts, in groups of 10, with alternating Mondays. The Mayor's plan sees fit to educate only these 40 students at the expense of the remaining 130. This is not equal. This is not equitable. This is not a good plan.

Sincerely,

Mr. P

**Testimony Before the New York City Council
Committee on Education**

September 3, 2020

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Introduction

Legal Services NYC is the largest provider of free civil legal services in the country. We are dedicated to fighting poverty and seeking racial, social, and economic justice for low-income New Yorkers. For fifty years, Legal Services NYC has challenged systemic injustice and helped clients meet their basic needs for housing, access to high-quality education, health care, family stability, and income and economic security. Our neighborhood-based offices and outreach sites across all five boroughs assist more than 80,000 New Yorkers annually.

I work in the education law unit at Bronx Legal Services, the Legal Services NYC program that serves low income residents in the borough of the Bronx. In our education law unit, we assist hundreds of Bronx schoolchildren and their families each year with special education and disciplinary proceedings. Over 80% of our student clients are children of color and/or immigrants ranging in age from 3 to 21. Our clients experience a range of disabling conditions including developmental, physical and emotional. We represent these students and their families in a number of areas including disability accommodations, special education, student discipline, transportation, school transfers, and academic intervention issues. We also mentor and partner with students in law school programs across the city, like the Suspension Representation Project, and the Special Education Clinic at Cardozo Law School to maximize access to education for New York City students. We train and assist community-based organizations, pro bono attorneys, and elected officials. We participate in a number of coalitions, including the Dignity in Schools Campaign, the Bronx School Justice Working Group and the Bronx Borough Based Council.

We thank the Committee on Education for holding this hearing and for providing the public with an opportunity to testify about the proposed reopening of New York City public schools and Resolution No. 1410-A.

Reopening NYC Public Schools Amidst Trauma

Good morning, Chairman Treyger and members of the Education Committee. Thank you for affording my office the opportunity to provide comments about proposed Resolution No.1410-A regarding the reopening of New York City public schools. Legal Services NYC supports the resolution that (1) NYC public schools should not reopen unless school buildings have met health and safety standards prescribed by the unions representing school staff and (2) the NYC Department of Education implement a randomized COVID-19 testing program for adults and students in all school buildings.

The physical health and safety of all members of the school community are rightfully the first concern in reopening school buildings. However Legal Services NYC also believes the emotional and mental health of students and staff is an important issue that should not be overlooked in this discussion of reopening. In fact two recently published studies confirm that the pandemic has worsened the mental/emotional health of adults and children, with a disproportionate impact on those who with lower incomes and social resources.¹

In a study published in the Journal of American Medical Association Network Open, researchers estimate that over one quarter (25%) of adults are experiencing symptoms of

¹ Rhitu Chatterjee. "Pandemic's Emotional Hammer Hits Hard," September 2, 2020, Accessed at <https://www.npr.org/sections/health-shots/2020/09/02/908551297/pandemics-emotional-hammer-hits-hard>; Duke University. (2020, September 2). For vulnerable families, the pandemic's effect on mental health is swift and harsh. *ScienceDaily*. Retrieved September 2, 2020 from www.sciencedaily.com/releases/2020/09/200902182417.htm

depression.² The study’s findings also suggest that the prevalence of depression symptoms in the United States is more than 3 times higher during COVID-19 as compared to before the pandemic, rates far higher than those found with previous large scale traumas like September 11 and Hurricane Katrina.³

The mental health impacts are not isolated to adults and in fact impact children similarly as reported in a recent study published in *Pediatrics*, the Journal of the American Academy of Pediatrics.⁴ Researchers found that within a few months, the pandemic “swiftly and substantially worsened mental health” for both parents and children and disproportionately impacted children whose families are more economically and socially vulnerable.⁵

For anyone working to improve behavioral health supports for students in NYC schools, the results of these studies are no surprise and further confirm the need for greater investment in practices and services that work to support the behavioral and mental health of students in NYC’s public schools. As such, a meaningful reopening of the NYC public schools must give serious thought and consideration to the mental/behavioral health supports for students and staff.

Healing Centered Schools

Although the Department of Education has taken commendable steps to meet the mental and behavioral health needs of a collectively traumatized school community, more steps can be and should be taken. The Bridge to School Initiative recently published by the New York City Department of Education offers a significant first step in meeting these needs but falls short by

² Ettman CK, Abdalla SM, Cohen GH, Sampson L, Vivier PM, Galea S. **Prevalence of Depression Symptoms in US Adults Before and During the COVID-19 Pandemic.** *JAMA Netw Open.* 2020

³ Rhitu Chatterjee. “Pandemic’s Emotional Hammer Hits Hard,” September 2, 2020, Accessed at <https://www.npr.org/sections/health-shots/2020/09/02/908551297/pandemics-emotional-hammer-hits-hard>

⁴ Anna Gassman-Pines, Elizabeth Oltmans Ananat, John Fitz-Henley. **COVID-19 and Parent-Child Psychological Well-being.** *Pediatrics*, 2020;

⁵ *Id.*

its very nature as it only addresses the transition period and is not a long term plan. Students and staff require a long term plan because for many of the communities Legal Services NYC works in, the behavioral health needs will remain long after the health crisis of the pandemic has passed. Furthermore, given that New York has a higher than average percentage of children age 0-5 years with one or more adverse childhood experience⁶ and disproportionate levels of childhood trauma, NYC public schools need to create learning environments that foster healing.

Legal Services NYC, along with community partners in the Bronx Healing Centered Schools Working Group recently published the “Community Roadmap to Bring Healing-Centered Schools to the Bronx” which can provide a framework for the Department of Education to help every school engage in whole school transformation and implement healing centered practices.⁷ This Roadmap lays out a step-by-step process to help schools remove structures that undermine healing, build practices that advance healing, and create whole-school change in the process. It is a culmination of two years of intense research, community conversations, and drafting by the members of the Working Group spearheaded by my colleague Katrina Feldkamp, an Equal Justice Works Fellow at Bronx Legal Services.

Healing centered practices are necessary to ensure school environments are able to respond to the likely behavioral health and mental health challenges that will likely arise with both students and staff not only with reopening but for the days, months and likely years to come. Any plan for reopening must include a detailed plan to address the mental health and behavioral health needs of students and we encourage the NYC Department of Education to utilize the Roadmap to implement healing centered practices now and going forward. Thank you.

⁶ Dave Lucas. “Survey Tracks Adverse Childhood Experiences,” October 23, 2017. Accessed at <https://www.wamc.org/post/survey-tracks-adverse-childhood-experiences>

⁷ The Community Roadmap to Bring Healing Centered Schools to the Bronx can be found at this website: <https://www.legalservicesnyc.org/storage/PDFs/community%20roadmap%20to%20bring%20healing-centered%20schools%20to%20the%20bronx.pdf>.

Community Roadmap to Bring Healing-Centered Schools to the Bronx

A PROJECT OF THE HEALING-CENTERED SCHOOLS WORKING GROUP



Authored by the Healing-Centered Schools Working Group, a coalition of parents, students, advocates, educators, and mental health providers working to bring healing-centered practices to all Bronx schools.

Acknowledgements

The Healing-Centered Schools Working Group would like to thank all those who made this Roadmap possible. Thank you to Vibrant Emotional Health's Coordinated Children's Service Initiative for giving our Working Group a home and a place to grow. Thank you to the countless organizers and leaders, particularly Black leaders and non-Black leaders of color, who built the foundations of this work and have been pushing for many of these changes for decades. Thank you to the many Bronx schools, mental health practitioners, and education experts who allowed us to observe their practices and who helped us grow our knowledge. Above all, thank you to the countless Bronx students, parents/caregivers, and educators who contributed to this effort and inspired this work.

A special thank you to the Working Group members and partner organizations who authored this document:

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A Message from the Healing-Centered Schools Working Group

We are a coalition of Bronx parents, students, educators, mental health providers, and advocates who believe that every school-based interaction with students and parents/caregivers should be healing-centered. We have witnessed the impact of trauma on our communities and our students' ability to learn, and we have seen how our students suffer when schools lack the tools to respond to trauma. We believe that a healing-centered approach to learning will make Bronx schools safer and more supportive environments for all students, not just those who have been impacted by trauma. We thank you for taking the time to read our Community Roadmap to Bring Healing-Centered Schools to the Bronx. We hope it will be a useful tool for you to advance educational equity in your own corner of the Bronx.

If you have any questions about the materials included in this document, or would like support advocating for healing-centered practices in your school, you can reach us at (917) 661-4529 or bxhealingcenteredschools@lsnyc.org.

Executive Summary

Bronx students are more likely than almost any other students to experience childhood trauma and its detrimental impacts on learning. One in four children in classrooms nationwide has been exposed to some form of childhood trauma, and children who live below the poverty level are more likely to experience three or more adverse childhood experiences.¹ Because the Bronx has one of the highest rates of childhood poverty in the country, our students face disproportionately high levels of childhood trauma. Students experience childhood trauma in their communities, in their homes, in their personal relationships, and in the institutions with which they interact. In addition to the long history of trauma that impacts Bronx students, our students and families are now grappling with the trauma of the COVID-19 pandemic and national attention to police killings of and state-sanctioned violence against Black people. These traumatic experiences, rooted in systemic oppression, impact brain functioning, development, self-regulation skills, the ability to form healthy relationships, and students' ability to learn. In the long term, these experiences can impact students' educational outcomes, employment stability, physical health, and criminal justice involvement.

For some students, schools are safe havens. For many other students, schools are sites of trauma and re-traumatization. Bronx students and parents/caregivers report that punitive responses to behavior, including police intervention, frequent suspensions, and calls to EMS; school-based racial trauma and other forms of discrimination; school or classroom dynamics that replicate the dynamics of past trauma; and staff responses that minimize or neglect students' academic and social emotional needs often exacerbate existing trauma or lead to new trauma.

The Healing-Centered Schools Working Group believes that schools should be sites of healing, not trauma or re-traumatization. When Bronx schools are not equipped to understand trauma and its impacts, staff are more likely to create traumatizing and re-traumatizing dynamics that make it difficult for students to learn, form relationships, and succeed in life. But schools that build a culture of healing can reverse the effects of trauma, boost academic engagement, and promote social emotional well-being.

Healing-Centered Schools are the Solution

The Healing-Centered Schools Working Group believes that Bronx schools can address trauma and trauma's impact on learning by adopted a healing-centered framework for education. A healing-centered school is one that takes affirmative steps to ensure that all students, staff, and parents/caregivers feel safe, supported, and seen — a necessary ingredient

¹ "Downs, B., & Manning, J. B., *Understanding How Trauma Affects Students*. Scholastic (n.d.). Retrieved June 17, 2020, from <http://www.scholastic.com/teachers/articles/18-19/understanding-how-trauma-affects-students/>; *Adverse Childhood Experiences*. Child Trends (2019). Retrieved June 17, 2020, from <https://www.childtrends.org/indicators/adverse-experiences>.

for learning and for a strong school community. When our students are given the space to heal, to learn, and to exist in community with one another, they are able to grow their strengths and build a foundation for success.

Healing-centered educational practices have been proven to produce positive outcomes for students' social emotional well-being, staff wellness, parent/caregiver trust, and school culture. The Healing-Centered Schools Working Group studied many schools and school districts that adopted these practices, including the Schenectady City School District (SCSD).² SCSD adopted a citywide trauma-sensitive program that involved greater funding for social workers, adoption of mindfulness spaces and practices, and whole-scale changes to their discipline and safety systems. As part of their changes to safety and discipline, SCSD removed all school resource officers from their schools, hired respected community members to provide support and de-escalation in the event of student conflict, and adopted a suspension diversion program that connects students to long-term mental health resources. Four years after implementing these changes, SCSD has seen one-third fewer conflicts between students, a reduced dropout rate, and a reduction in the amount of missed instructional time caused by to suspensions.

Key Recommendations for Creating Healing-Centered Schools

This Roadmap offers a menu of changes that schools can make to become more supportive and healing-centered. These recommendations were compiled through research by and discussions with Bronx students, parents/caregivers, educators, advocates, and service providers. Key recommendations include:

- Steps you can take to remove punitive, criminalizing school structures that undermine healing including School Safety Agents, metal detectors, and criminalizing language;
- Best practices to advance anti-racism and equity through Culturally Responsive-Sustaining Education (CRSE), including anti-bias trainings, restorative justice practices, and steps to center student and family voice in decision-making;
- Individual healing-centered responses to behavior, including best practices for empathetically re-directing students who engage in disruptive behavior, strategies to help staff understand the roots of challenging behavior, and preventive strategies that staff can use to reduce disruptive behavior, promote students' social emotional well-being, and create an atmosphere that supports learning;
- School-wide and district-wide healing-centered responses to behavior, including recommendations for adopting a suspension diversion program;

² Healing-Centered Schools Working Group Visit to Schenectady City School District (November 2019) (notes on file with Working Group).

- Specific practices schools can use to amplify student voice and promote staff wellness;
- Targeted strategies to support students with specific needs related to bullying, behavioral crises, or housing instability; and
- Best practices for cultivating healing-centered school-based partnerships, including partnerships with mental health clinics and Students in Temporary Housing staff.

Best Practices for Whole-School Transformation

This Roadmap also offers best practices for launching the whole-school transformational change that is necessary to create a healing-centered environment. It will provide you with advice for facilitating early conversations, strategies to build buy-in, and best practices for implementation, ongoing assessment, and continued growth. Bronx students, parents/caregivers, and educators can all make use of these strategies to advance change. Here are the key elements of whole-school change featured in this Roadmap:

- Build support among all members of the school community. Principals, Superintendents, and the Executive Superintendent can provide support by ensuring schools have time to complete necessary changes, promoting healing-centered messaging, and facilitating access to resources. Staff, students, and parents/caregivers should contribute their voice to the Healing-Centered Plan, support implementation, and help build buy-in.
- Form a Transformation Team, a team comprised of members from all aspects of the school community, to start conversations about the healing-centered transformation, assess your school community's needs, formulate a Healing-Centered Plan in collaboration with the school community, and implement and assess that plan.
- Transformation Team should collaborate with School Leadership Teams and school communities to assess how school practices and culture are advancing or undermining the seven Healing-Centered Principles. One principle says, "All students, families, and staff should feel physically, psychologically, and emotionally safe in our schools."
- Educate all staff members about trauma, its impact on learning and behavior, the importance of student safety and well-being, and healing-centered practices that will help staff support student safety and well-being. Community education should also be made available to students and parents/caregivers.

We Need Healing-Centered Education Now

For decades, countless Bronx students have attended schools that punished or neglected their trauma-related needs. Our students' social emotional well-being and academic outcomes have suffered as a result. School staff and parents/caregivers have experienced

vicarious trauma as they struggled to provide support in an educational environment that too often inflicts harm. As we confront two pandemics, the COVID-19 crisis and the anti-Black racism that has plagued this country from its earliest foundations, we are called to dismantle structures of harm in our schools and create spaces where students can heal and learn.

This roadmap provides a tool to help you begin conversations in your school or district about healing-centered education. Whether you're a Bronx parent/caregiver, a student, a staff member, a school administrator, or an executive within the Department of Education, this Roadmap will provide you with examples of healing-centered practices, research to support those practices, and the tools to initiate and sustain change.

Bronx Healing-Centered Schools Working Group

Community Roadmap to Bring Healing-Centered Schools to the Bronx

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I. Introduction

The Impact of COVID-19 and the Fight for Justice for Black Students & Non-Black Students of Color in the Bronx

At the time of this initial printing, the Coronavirus 2019 (COVID-19) pandemic is profoundly affecting life around the globe. Bronx students grappled with trauma and its impacts on learning long before this crisis, and we began our work to address those impacts years ago. However, COVID-19 has significantly exacerbated and contributed to those traumas. Isolation, contact restrictions, and economic shutdown have had significant psychosocial impacts on Bronx families and communities. Our students and their parents/caregivers are experiencing pervasive unemployment, grief, anxiety, lack of peer contact, parental mental illness, domestic violence, limited access to physical and mental health care, the transition that accompanies COVID-19 related incarceration releases, and the pain of witnessing this pandemic disproportionately impact communities of color. These impacts pose a significant threat to the social emotional well-being of children and adolescents.

As the pandemic continues to impact our City, Bronx students and communities are also grappling with the police killings of Breonna Taylor and George Floyd, challenging and important conversations about state-sanctioned violence against Black people and institutional anti-Blackness in our society, and violent police responses to expressions of grief, demands for change, and displays of civil disobedience. The difficulty of this moment weighs heavily on our Black students and families in a way that non-Black allies cannot understand. On a smaller scale, our non-Black communities of color are engaging in difficult conversations about their privilege as non-Black individuals and their own experiences with racism. Racist police violence also has demonstrable educational impacts. Research shows that police killings of Black and Hispanic individuals, and the institutional racism that these killings reveal, lead to lower grade point averages, lower graduation rates, and increased emotional challenges among Black and Hispanic students, exacerbating the racial inequity that already plagues our education system.³

In this moment, we are confronting two pandemics: COVID-19 and the anti-Black racism that has plagued this country from its earliest foundations. As we join with countless others to fight for change that is necessary and just, we offer this Community Roadmap. We hope that it will help your schools and communities take the first step toward eradicating the school-based structures that harm and building school cultures that heal. We emphasize that this healing is not just a matter of recovery – it is a much bigger step toward changing who we are and how we impact the lives of children and young people in the Bronx.

³ Ang, D., *New Research Shows Killings by Police Hurt Grades, Graduation Rates of Nearby Black and Hispanic Schoolchildren*. Education Next (June 4, 2020). Retrieved June 17, 2020, from <https://www.educationnext.org/new-research-shows-killings-by-police-hurt-grades-graduation-rates-nearby-black-hispanic-schoolchildren/>.

The Problem: Childhood Trauma and its Impact on Bronx Learning

Childhood trauma is widespread: one in four children in every classroom has been exposed to some form of childhood trauma.⁴ But the issue of childhood trauma is particularly acute in the Bronx. Children living below the poverty level are more likely to experience three or more adverse childhood experiences (ACEs),⁵ and the Bronx has one of the highest rates of childhood poverty in the country.⁶ As a result, our students are more likely than almost any other students nationwide to experience trauma and its detrimental impacts on learning. These traumatic experiences, rooted in systemic oppression, can have a long-term impact on a child's ability to learn: Young children exposed to five or more ACEs in their first three years are 76 percent more likely to have one or more delays in language, emotional, or brain development.⁷

What does “childhood trauma” really mean? Adverse childhood experiences are stressful or traumatic events, including interpersonal traumas such as physical or emotional abuse, neglect, and parental separation.⁸ But trauma also includes systemic trauma, like poverty, lack of access to food or housing, persistent exposure to racism and other forms of discrimination, and community violence.⁹ These systemic traumas affect countless Bronx families, students, and educators, and they impact our school climates and communities.

Research strongly links ACEs with **negative impacts throughout adulthood**. Children who are exposed to trauma in various forms are more vulnerable to chronic health problems, mental illness, and difficulties with substance abuse in adulthood. ACEs have also been shown to impact brain development in a way that affects participation in education, employment stability, and criminal justice-involvement in adulthood.¹⁰ Exposure to ACEs increases the risk for repeated trauma exposure across a person's life.

⁴ “Downs, B., & Manning, J. B., *Understanding How Trauma Affects Students*. Scholastic (n.d.). Retrieved June 17, 2020, from <http://www.scholastic.com/teachers/articles/18-19/understanding-how-trauma-affects-students/>.

⁵ *Adverse Childhood Experiences*. Child Trends (2019). Retrieved June 17, 2020, from <https://www.childtrends.org/indicators/adverse-experiences>.

⁶ Office of the New York State Comptroller. *An Economic Snapshot of the Bronx*. (July 2018). p. 7, <https://www.osc.state.ny.us/sites/default/files/reports/documents/pdf/2018-11/report-4-2019.pdf>.

⁷ Downs & Manning, *Understanding How Trauma Affects Students*, Scholastic, www.scholastic.com/teachers/articles/18-19/understanding-how-trauma-affects-students/.

⁸ *The Role of Adverse Childhood Experiences in Substance Misuse and Related Behavioral Health Problems*. Substance Abuse and Mental Health Services Administration's Center for the Application of Prevention Technologies, (June 2018). Retrieved June 17, 2020, from <https://mnprc.org/wp-content/uploads/2019/01/aces-behavioral-health-problems.pdf>.

⁹ Bunts, W., & Tawa, K., *Preventing ACEs: Getting to the Root of Community Trauma*. The Center for Law and Social Policy (CLASP), (February 14, 2020). Retrieved June 17, 2020, from <https://www.clasp.org/blog/preventing-aces-getting-root-community-trauma>; and Morsy, L., & Rothstein, R., *Toxic stress and children's outcomes: African American children growing up poor are at greater risk of disrupted physiological functioning and depressed academic achievement*. Economic Policy Institute (May 1, 2019). Retrieved June 17, 2020, from <https://www.epi.org/publication/toxic-stress-and-childrens-outcomes-african-american-children-growing-up-poor-are-at-greater-risk-of-disrupted-physiological-functioning-and-depressed-academic-achievement/>.

¹⁰ *Adverse Childhood Experiences (ACEs): Preventing early trauma to improve adult health*. Centers for Disease Control and Prevention, (Nov. 5, 2019). Retrieved June 17, 2020, from <https://www.cdc.gov/vitalsigns/aces/pdf/vs->

Types of Stress and Trauma's Impact on Young People

Childhood trauma is closely connected to stress, but not all forms of stress are bad. There are three primary forms of stress: positive, tolerable, and toxic. Each are important for Bronx educators, parents/caregivers, and students to understand as they embark on the journey of healing-centered transformation:

- **Positive stress** is stress that occurs in a supportive situation where we feel safe, seen, and cared for. Positive stressors tend to be either short-lived stressors or mild stressors that occur over long periods of time. They offer opportunities for students to develop important coping skills. Secure relationships with supportive adults are essential to experiencing stress in this positive way.
- **Tolerable stress** happens when prolonged or intense stressors disrupt the brain, but we have sufficient supports to recover. These supports may include internal coping skills as well as external supports. External supports are especially important for children and adolescents because they provide the scaffolding young people need to process, recover, and develop more stable internal coping skills.
- **Toxic stress** occurs when we are exposed to intense physically, psychologically, or emotionally overwhelming stressors but do not have adequate internal and external supports. When toxic stress occurs, the central nervous system becomes overloaded, resulting in a chronic stress state and causing symptoms like anxiety, fear, flashbacks, depression, insomnia, hyper-vigilance, and emotional detachment. When toxic stress occurs because of harmful adults or in the absence of caring adults, young people may also experience regression or stagnation in their cognitive, psychological, and behavioral development. Coping skills that young people develop while experiencing toxic stress tend to be reactive and rooted in avoidance, defensiveness, and overreaction.

Trauma impacts the brain. Someone who has experienced trauma lives in a state of hyperarousal and can be easily triggered into a fight-flight-or-freeze response. In the presence of this overactive threat-response system, there is less activity in the area of the brain that regulates thoughts, behaviors, and emotions. Specifically, trauma impacts the brain's limbic system, or ability to regulate levels of arousal. This may lead to hyperarousal, which looks like restlessness, impatience, impulsivity, hypersensitivity, or an exaggerated response to something sudden or startling; or hypoarousal, manifested as daydreaming, drowsiness, forgetfulness, slower processing, low retention of material, or low engagement. Trauma also impacts the brain's prefrontal cortex. This part of the brain is responsible for maintaining and directing attention, inhibiting impulses, regulating responses, and modulating emotions. It

[1105-aces-H.pdf](#); and Bartos, L., *Pipeline to Prison May Start with Childhood Trauma*. California Health Report. (October 13, 2017). Retrieved June 17, 2020, from <https://www.calhealthreport.org/2016/01/06/pipeline-to-prison-may-start-with-childhood-trauma/>.

helps us think flexibly, carry out goal-directed behavior, evaluate and interpret events, and develop insights about our own and others' behaviors.

Trauma also impacts development. Children who experience trauma, who do not receive adequate protection and care from adults, and who do not form close bonds with parents/caregivers often struggle to build healthy and trusting relationships throughout their lives. They are less likely to trust the intentions of others and are more likely to approach relationships from a defensive, pessimistic position. Alternatively, they may be overly dependent, clingy, and passive in relationships. Children who have experienced trauma may also be overly focused on controlling their relationships, seeking attention, or garnering approval and may, as a result, struggle to empathize or read social cues. Overall, the experience of relating to and connecting with others can be tense and stressful for students who have experienced trauma. Some may be too scared to learn because they feel they cannot trust their environment or their teachers. Others may have a hard time forming and maintaining relationships that facilitate their learning.

Trauma impacts self-regulation and language skills. Children who experience adverse circumstances have fewer opportunities to develop the self-regulation skills necessary to modulate their emotions and regulate their behaviors. In addition to the neurocognitive impacts of trauma, children who grow up in adverse circumstances have fewer opportunities to practice frustration tolerance, impulse inhibition, emotional awareness and communication skills, and interpersonal problem-solving skills. Each of these skills plays an important role in learning and peer engagement. Children who experience trauma also display significant negative impacts on all areas of language, particularly expressive and receptive language. Language skills are critical for learning new concepts through reading and listening and for expressing knowledge through speaking and writing. Underdeveloped skills increasingly impact learning as higher grades place increased demands on language skills.

***EXAMPLE:** One elementary school student who had experienced trauma struggled with expressive language. When he could not express his frustration with an assignment or peer interaction, he became upset and wanted to leave the classroom. This occurred on a regular basis and interrupted both his ability to learn and his ability to form relationships with his peers and teachers. At times, his teachers responded by suspending him or removing him from the classroom.*

All of this means that **trauma impacts a student's ability to learn.** Students who have dealt with trauma may experience intrusive thoughts or memories of past trauma during the school day. These intrusive thoughts, along with trauma's impact on the aspects of brain function described above, can cause students to experience two emotional extremes that interfere with learning: feeling either too much (hypersensitive, overwhelmed) or too little (hyposensitive, numb). Educators must be aware of these reactions and how they impact

learning. Students enduring either emotional extreme may experience the following impacts that interfere with learning functions:

- A disproportionate reaction to a regular request or difficulty regulating emotions about classroom interactions, academic pressures, or critical feedback;
- Difficulty maintaining attention, staying focused, and resisting distractions;
- Challenges starting and finishing assignments;
- Difficulty processing, retaining, and recalling material;
- Struggling to plan and organize or adhere to priorities; and
- Difficulty with abstract thinking and flexible problem solving.

***EXAMPLE:** One high school student who had been through a traumatic event experienced frequent flashbacks. These intrusive memories made it difficult for her to pay attention in class, process information that was being taught, recall information on tests, or prioritize her assignments or activities. Her school did not understand that these challenges were cognitive impacts related to trauma. Instead, school staff believed that she was not adequately applying herself.*

Fostering Resilience and Post-Traumatic Growth

We can help students who have experienced trauma avoid the negative long-term impacts of that trauma by helping them build resilience. **Anything that helps a person feel safe in their body and connected to the present moment can promote resilience and healing from trauma.** Practices that help create physical, psychological, and emotional safety in environments and relationships are imperative to activating the regulatory systems of the brain, decreasing threat-response in the brain, and advancing healing. When students feel emotionally and physically safe, they are in a better place to be available to learn, to develop coping skills, and to build and maintain close relationships. Building nurturing relationships with supportive adults, like parents/caregivers and school staff, can promote resilience and advance healing. In the long-term, this healing will reduce trauma's adverse effects on the body and brain.

When students who have experienced trauma get the support they need to develop resilience, **healing can yield growth.** Post-traumatic growth refers to the process of psychological growth that can occur after a trauma. Trauma can disrupt a student's core beliefs about safety, security, and the world around them. But students who have adequate support to make sense of their circumstances may experience psychological growth, or post-traumatic growth, as a result. Post-traumatic growth can include improved trust in relationships with others, improved appreciation for life and the future, a sense of personal strength and competence, and a sense of meaning as a result of the challenges they have experienced.

EXAMPLE: *One high school student had experienced ongoing familial trauma related to domestic violence and parental incarceration. These experiences impacted her social emotional well-being and her academic performance. With the support of trusted adults, mental health professionals, and strengths-based programming, she developed a strong desire to work on criminal justice reform. This desire propelled her to pursue secondary education and stronger interpersonal relationships.*

Schools Can Be Sites of Trauma, Too

For many students, school buildings and classrooms are a safe haven from trauma that they may be experiencing in the home or community. However, there are instances when school settings and school staff traumatize and re-traumatize students through intentional and unintentional behaviors, biases, and even the culture of the school itself. While all schools serve students who have experienced trauma, staff are often unaware of the specific traumas that students have experienced. For this reason, it is vital that school staff operate under the principle that any individual may have experienced trauma and, based on that understanding, take a healing-centered approach to interactions with all students and families.

This section will provide an overview of the traumas that can be exacerbated by schools, that may occur in schools, and that may occur as a result of the intentional or unintentional actions of school staff. This section will also discuss the traumas that staff and parents/caregivers may experience within or because of schools.

Schools can contribute to the cycle of trauma by exacerbating students' trauma or **re-traumatizing students**. Re-traumatization is any interaction, procedure, or even something in the physical environment that replicates someone's trauma, literally or symbolically, and triggers the emotions or cognitions associated with that trauma.¹¹ For example, the use of harsh discipline may be triggering for students that have histories of physical abuse, have witnessed domestic violence, or have witnessed other violent interactions. Students with trauma who are exhibiting emotional duress may experience a staff member's reactions to that duress as a threat. For example, if a staff member sends the student to the Principal's office, contacts another staff member for "backup," contacts the student's parent, or threatens a suspension, the student may experience the emotions, cognitions, and hypervigilance associated with past trauma. As a result, the student may perceive the staff member as threatening and may attempt to protect themselves from the perceived threat.

¹¹ Koury, S. P., & Green, S. A., *Trauma-Informed Organizational Change Manual*. The Institute on Trauma and Trauma-Informed Care (ITTIC). 2020. PDF File, p. 24. <http://socialwork.buffalo.edu/social-research/institutes-centers/institute-on-trauma-and-trauma-informed-care/Trauma-Informed-Organizational-Change-Manual0.html>.

Similarly, students who have experienced verbal or emotional abuse may be re-traumatized when a staff member reprimands them in front of their classmates. When staff reprimand students in front of their peers, they can emotionally injure the student and cause the student to react with internalizing and externalizing behaviors that undermine the student's social emotional well-being. These behaviors can ultimately contribute to the development of depression, withdrawal, or aggressive behaviors.

Students may also be re-traumatized by material. Lessons and assignments may include themes related to slavery, genocide, racism, homophobia, xenophobia, sexism, abuse, or other difficult topics. Many students may be experiencing these traumas firsthand or may have a past experience with these harmful dynamics. Other students may have a family history that involves historical trauma or recent traumatic experiences with the topics listed above. For these students, lessons and assignments on these topics can be re-traumatizing if not discussed with sufficient care and social emotional supports.

Students' trauma can also be compounded when staff actions exacerbate that trauma or its impacts. Staff may passively or unintentionally exacerbate student trauma by minimizing a student's reported experience, failing or refusing to provide requested social emotional or academic support, or failing to notice when a student is withdrawing or exhibiting other internalizing behaviors.

Schools can also be sites of **novel traumatic experiences for students**. Students may experience trauma because of the actions of peers or school staff or because of school culture. For example, bullying and other forms of harassment can "severely affect a child's or teen's self-image, social interactions, or school performance, and can lead to mental health problems such as depression, anxiety, and substance use, and even suicidal thoughts and behaviors."¹² Furthermore, if a student has a history of trauma, they are at increased risk for engaging in bullying behaviors or being bullied by their peers.

Students and staff alike may also experience racial trauma while at school. Racial trauma, or "traumatic events that occur as a result of witnessing or experiencing racism, discrimination, or structural prejudice (also known as institutional racism) can have a profound impact on the mental health of individuals exposed to these events. Racial trauma (also known as race-based traumatic stress) refers to the stressful impact or emotional pain of one's experience with racism and discrimination."¹³ Educators should be cognizant of the fact that their race or ethnicity and the privilege they carry in the world may affect Black and non-Black students of color's interactions with them and ability to view them as caring, trustworthy adults. To create a healing-centered school, educators must strive to create safe and brave

¹² Peterson, S., *Effects*. The National Child Traumatic Stress Network, (October 10, 2018). Retrieved June 17, 2020, from <https://www.nctsn.org/what-is-child-trauma/trauma-types/bullying/effects>,

¹³ Carter, Robert T. "Racism and Psychological and Emotional Injury." *The Counseling Psychologist*, vol. 35, no. 1, 2007, pp. 13–105.

classroom environments where students feel comfortable discussing their thoughts and experiences with racism.

Microaggressions, when experienced frequently over time, are one form of racial trauma that students and staff may experience at school. Microaggressions are “everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.”¹⁴ Educators who want to create safe and brave classrooms must start by working to identify their own implicit and explicit bias. Doing so will help them to facilitate open and honest dialogues with students.

Students may also be traumatized by the use of restraint, detainment, or emergency removal as a means of crisis response. When students become emotionally dysregulated or display behaviors perceived to be disruptive, some school staff respond by contacting multi-person crisis teams that lack adequate training, School Safety Agents, or even 911 to address the situation. Many school staff members who engage these responses want to help students, but may instead be creating a new trauma for students. Many students who are subject to these responses are forcibly restrained, forcibly removed from school premises, placed in physical restraints, placed onto stretchers, or taken to unfamiliar locations, like psychiatric emergency rooms, without the presence of a trusted adult. These experiences can be emotionally injurious and traumatizing for students and may disrupt students’ ability to trust adults both inside and outside their school community.

Finally, students may also be traumatized by the harsh use of discipline practices. Repeated suspensions, repeated classroom removals, and the involvement of School Safety Agents or police officers can create new trauma by causing students to feel criminalized, unsafe, and unwelcome in their school community. For students that live in over-policed communities, harsh discipline practices, especially those that involve School Safety Agents or police officers, can compound the stress of over-policing by replicating the dynamics of over-policing and increasing the frequency of adversarial contact with law enforcement. In addition, harsh discipline practices are often employed in response to behavior that is a reflection of the student’s social emotional state, need for safety, or available coping strategies. When students engage in this behavior and are met with harsh or indifferent responses, they may be more likely to experience toxic stress.

Students are not the only members of the school community who experience trauma while at school. Schools can also be **sites of trauma for school staff**. This can include re-traumatization, vicarious trauma, and novel trauma. Staff who themselves have experienced trauma may be re-traumatized by interactions with students or fellow staff that replicate the dynamics of their trauma. Staff who support students as they navigate traumatic experiences may also experience vicarious trauma, or post-traumatic stress symptoms that arise from working with traumatized children. Staff may experience the traumas that students experience,

¹⁴ Sue, D. W., *Microaggressions in Everyday Life: Race, Gender, and Sexual Orientation*. Hoboken, NJ: Wiley, 2010.

like racial trauma or harassment. Staff may also be traumatized by school dynamics or aspects of school culture that are harmful to students. For example, staff in our community discussions reported that they were traumatized by incidents in which they were told to call School Safety Agents or 911 to physically remove a student from a classroom.

Finally, schools can be **sites of trauma for parents/caregivers**. In our community discussions, many parents/caregivers reported feeling traumatized by the harm their children suffered at school. For example, one parent shared her frustration with being unable to protect her child from severe bullying, and another expressed the emotional impact of being unable to stop her child's school from repeatedly calling 911 when he had behavioral outbursts. Other parents/caregivers reported feeling helplessness when, despite repeated advocacy, they were unable to get their child's school to stop harmful behavior or provide desperately needed support. Finally, many parents/caregivers reported experiencing high levels of stress as a result of the treatment they received from school staff. Some parents/caregivers reported experiencing race-based harassment, xenophobic threats, and retaliatory and unfounded calls to or threats to call the State Central Registry from school staff members.

[The Solution: Healing-Centered Schools](#)

The Community Roadmap to Bring Healing-Centered Schools to the Bronx presents a solution to the problem of Bronx childhood trauma and its impact on learning. In this Roadmap, we describe a healing-centered framework for education, outline the steps that Bronx schools should follow to adopt that framework, and provide a variety of options to help schools navigate the obstacles they may encounter. By adopting this framework, Bronx schools can become safer, more supportive, and more culturally responsive spaces for all students. This is crucial because students who feel safe, supported, and seen by their schools are in a better place to grow in their academic and social emotional well-being.

The healing-centered approach provides a whole-school framework grounded in the Working Group's Healing-Centered Principles. This framework rejects traditional, siloed approaches to reform and instead offers schools a way to align their core operations to healing-centered values. By taking a whole-school approach, schools set themselves up for success by creating consistency, reducing costs and fatigue across the board, and increasing the sustainability of their efforts. In addition, because a whole-school framework allows staff, students, and parents/caregivers to participate in change, it often generates greater buy-in and trust within the school community. Sections III and IV map out how school communities can navigate this process of whole-school change by generating buy-in, forming Transformation Teams, developing and implementing Healing-Centered Plans, and pursuing community education.

The healing-centered approach is a whole-school framework, but it also involves smaller changes to the way staff interact with students and parents/caregivers, lessons are taught, and policies are administered. Transformation Teams, tasked with facilitating and assessing their schools' healing-centered journey over time, will help their schools make these changes in a

way that is realistic, achievable, and responsive to the needs of their student community. In Sections V-VII, we provide a menu of changes that schools can include in their Healing-Centered Plans including academic practices, non-academic practices, and school-based services. In these sections, you'll find

- Recommendations and evidence to support the removal of punitive and criminalizing structures like School Safety Agents, metal detectors, and criminalizing language;
- Best practices to advance anti-racism and equity through Culturally Responsive-Sustaining Education (CRSE), including anti-bias trainings, restorative justice practices, and steps to center student and family voice in decision-making;
- Academic practices that reduce the likelihood that students with trauma or social emotional challenges will become dysregulated or disengaged from learning;
- One-on-one and school-wide evidence-based behavioral strategies to nurture students' social emotional well-being and help them maintain a ready-to-learn state;
- Community-building strategies like restorative justice practices, programs that uplift student voice, and staff wellness programs;
- Targeted strategies to support students with specific needs related to bullying, behavioral crises, or housing instability; and
- Best practices for cultivating healing-centered school-based partnerships including, but not limited to, partnerships with mental health clinics and Students in Temporary Housing staff.

No school will begin with the same Healing-Centered Plan but, over time, we hope that Bronx schools will adopt most, if not all, of the changes outlined in this Roadmap.

Each school will begin their healing-centered journey from a unique starting point. We recognize that many Bronx schools have already made significant progress on some of the individual changes proposed in this Roadmap. With the support of the Department of Education, some schools have made significant strides in restorative justice, social emotional learning, and school-based mental health partnerships. For these schools, the Roadmap is a tool for continued growth. It will help them step back, create a mission-driven framework, and fill in the gaps that may be hindering the success of existing initiatives and the transformation of school culture. For other schools, this will be a journey that starts at the beginning. These schools will have an exciting opportunity to embark on the process of change with clear, uniform goals and a framework for success. For all schools, the journey will involve close collaboration with students and parents/caregivers and the cultivation of a stronger school community.

[How to Use this Roadmap](#)

This Roadmap is a tool to help you begin a conversation in your school or district about becoming more healing-centered. It will connect you with resources that you can draw upon, including advice for facilitating early conversations, strategies to build buy-in, and best practices for implementation, ongoing assessment, and continued growth.

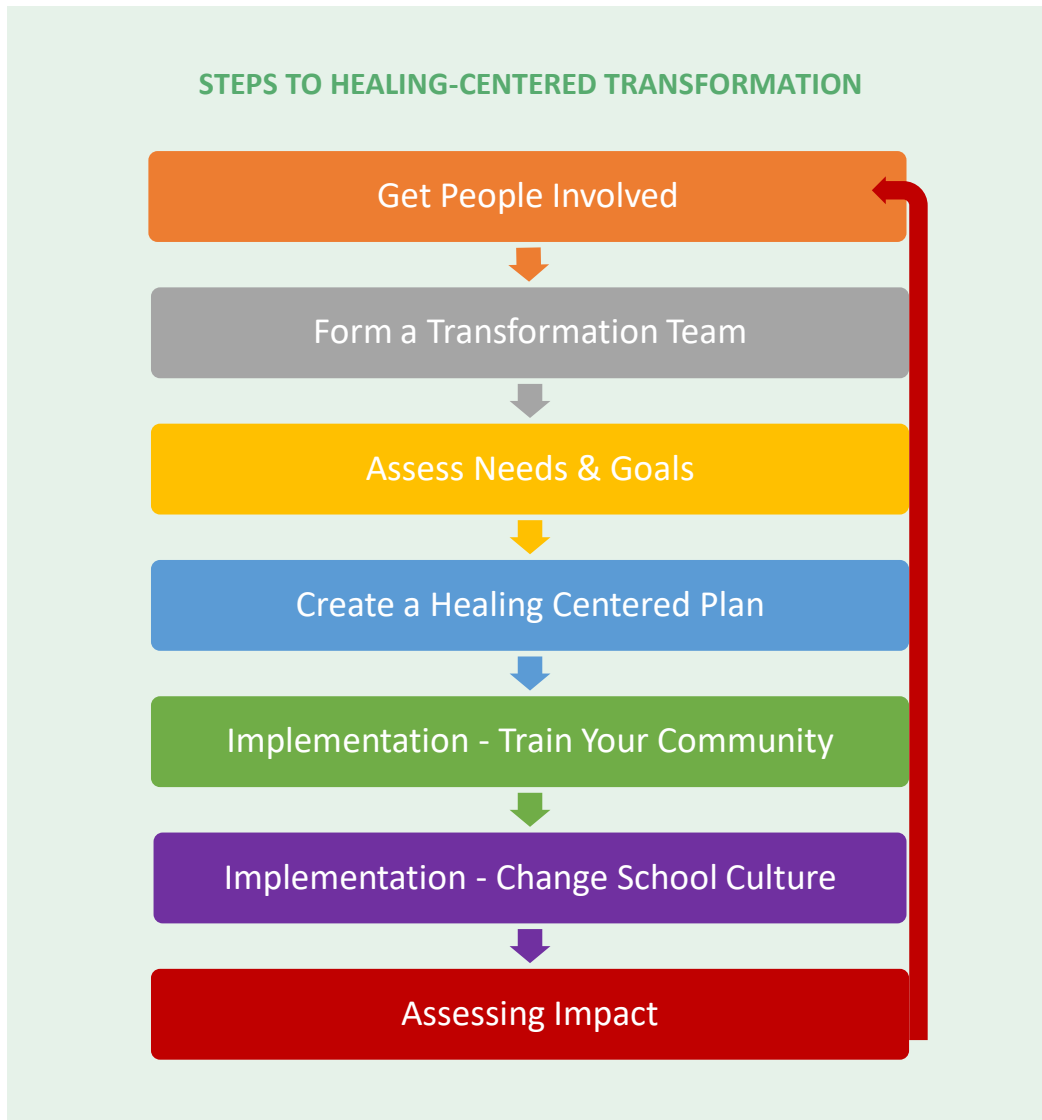
This tool is written by Bronx communities for Bronx communities. It includes reflections from Bronx students and parents/caregivers about the traumas that are most impacting their school communities and the changes they most want to see. It provides helpful context about the landscape of education in the Bronx and the unique challenges that the Bronx is facing, and it proposes responses to those challenges. It also offers the changes that our coalition of Bronx parents/caregivers, students, advocates, and providers thought most essential to adopt based on the needs of the communities we live in, are educated in, and work in. Finally, this Roadmap offers strategies for confronting the obstacles that come with any big change like financial limitations, workforce buy-in, and administrative constraints.

The healing-centered journey is a cyclical process of learning, mobilization, and action that school communities will continuously engage with. The Healing-Centered Schools Working Group has identified seven Steps to Healing-Centered Transformation. Each school is unique and will begin their journey at a different step in the process.

- **Get People Involved:** Begin to understand trauma and its impact on Bronx students. Mobilize members of your school community.
- **Form a Transformation Team:** Launch a Transformation Team of passionate individuals to facilitate change in your school community.
- **Assess Needs & Goals:** Engage in conversations with your school community. Conduct surveys and focus groups. Identify areas of need and changes that community members want to see.
- **Create a Healing-Centered Plan:** Develop a Healing-Centered Plan to address the needs and goals that your Transformation Team has identified.
- **Implementation – Train Your Community:** Educate your school community about trauma, its impact on learning and behavior, and healing-centered educational practices.
- **Implementation – Change School Culture:** Adopt practices that promote healing, remove those practices that harm community members and undermine healing, and build community in your school.

- **Assessing Impact:** Evaluate your Healing-Centered Plan, identify new needs and goals, and maintain the momentum of healing-centered change.

As you read this document, look for the Roadmap steps depicted in the following graphic. You'll see a key at the beginning of each section alerting you to the steps that will be discussed in the pages that follow.



This Roadmap concludes with an appendix of resources that you can use to support your school's healing-centered journey. These resources provide more detailed guidance about effective organizational transformation, offer free online trainings in trauma-informed and healing-centered education, and connect you to experts that can advise you on your journey.

II. Principles of a Healing-Centered School

The foundation for an effective healing-centered school is a set of principles that guides each change, policy, and interaction with students, parents/caregivers, and staff. Our Working Group has identified the following Healing-Centered Principles as key tenets for Bronx schools. Throughout the Roadmap, we will refer back to these Principles. They will guide you as you initiate conversations in your school communities, determine your priorities for change, and craft, implement, and assess your Healing-Centered Plan.

PRINCIPLES OF A HEALING-CENTERED SCHOOL

1. We understand that any student or parent/caregiver may have experienced trauma, and we reject the expectation that students will come to school with strong self-regulation skills.
2. All students, families, and staff should feel physically, psychologically, and emotionally safe in our schools.
3. A proactive, supportive, and strengths-based approach helps students cultivate social emotional skills and effective coping strategies.
4. Social emotional well-being is a necessary ingredient for learning.
5. Healing-centered schools strive to give students the supports they need to develop social emotional skills and regular opportunities to practice those skills.
6. All students, staff, and parents/caregivers deserve transparency, consistency, and decision-making in their school community.
7. Students, staff, and parents/caregivers are experts in their needs and essential partners in creating a supportive school environment.

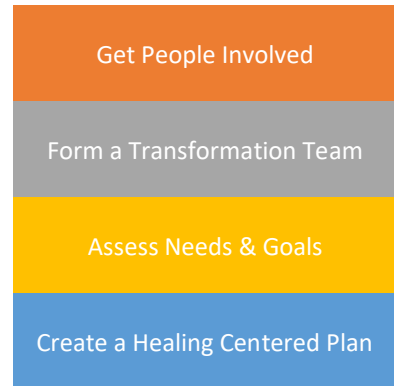
The shift to healing-centered education also involves careful self-reflection by school leadership and staff. To create sites of learning and healing, we must acknowledge that schools and related institutions have historically been sites of individual and systemic trauma. Becoming healing-centered requires transforming institutions to remove policies, actions, and behaviors that are rooted in that history and continue to perpetuate trauma and inequity.

Becoming truly healing-centered also involves a continual assessment of the ways in which a school may be contributing to trauma, exacerbating trauma, or partnering with institutions that traumatize students and families. Throughout the ongoing healing-centered journey, schools will learn to examine and challenge the ways that they are sites of enforcement, harmful punishment, deficit-based engagement, silencing, or othering. By doing

so, they will learn to identify ways that they can be more compassionate, supportive, strengths-based, and community-building.

III. Creating Effective Organizational Change

Now that we have outlined the goal and core principles of a healing-centered approach to education, we can begin to discuss the process for effective whole-school change. Section III outlines the members of the school community that should be involved in your school’s healing-centered transformation and describes how to initiate discussions and generate buy-in among those community members. Section III concludes with a discussion of the Transformation Team that will support your school’s healing-centered journey and provides guidance for developing your first Healing-Centered Plan.



Support from School, District, and Borough Leadership

While all members of the school community are central partners in the healing-centered journey, research shows that Bronx Principals, Superintendents, and the Executive Superintendent will be critical to the long-term success of schools’ healing-centered transformations.¹⁵ Staff, students, and parents/caregivers will be integral to early success and will plant the seeds for change along the journey. Bronx Principals, Superintendents, and the Executive Superintendent can ensure that those changes succeed in the long-term by providing the support and infrastructure that only administrative leadership can provide:

- Consistent messaging about the commitment to healing-centered principles, healing-centered change, and eventually the Healing-Centered Plan, in communications with staff, students, parents/caregivers, and outside leaders and communities;
- Administrative support for the time, flexibility, and resources needed to ensure an effective transformation;
- Unique insights on budgetary considerations or administrative obligations that may get in the way of effective transformation, and how to navigate those barriers; and
- A high-level view of all initiatives and intentional effort to ensure they are aligned with one another and with healing-centered principles.

¹⁵ Cole, S., Eisner, A., Gregory, M. & Ristuccia, J., *Creating and Advocating for Trauma-Sensitive Schools*. Harvard Trauma and Learning Policy Initiative (TLPI). 2013 Vol. 2. PDF File, p. 39-40. Retrieved on June 17, 2020, from: <http://www.traumainformedcareproject.org/resources/HTCL-Vol-2-Creating-and-Advocating-for-TSS.pdf>; Koury & Green, *Trauma-Informed Organizational Change Manual*. p. 56.

We are asking our Bronx school, district, and borough leadership to draw on their unique position and skills to take the following concrete steps¹⁶:

LEADERSHIP ASKS

Bronx Executive Superintendent and District Superintendents

- Create opportunities for Bronx educators to come together to learn, collaborate, and brainstorm ideas for healing-centered schools. These can include in-person events, webinars, or ongoing work groups.
- Develop and host professional development opportunities. These can be individual trainings or a series that culminates in a certificate.
- Consistently include healing-centered principles in your messaging to school staff and families. Uplift healing-centered transformations in your communications.
- Help your schools access the resources they need to fulfill their Healing-Centered Plan, including financial resources and time needed for training and implementation.
- Engage in intentional relationship-building with parents/caregivers and students. Build a healing-centered culture across your district by ensuring that parents/caregivers and students in your district feel safe reaching out to you for support.
- Identify district, borough, or citywide policies or practices that impede healing-centered education and cannot be addressed on an individual school level. Collaborate to challenge these policies or practices. For example, consider high-stakes testing policies, admissions and screening mechanisms, and educational funding patterns that are contributing to segregated, inequitably resourced, and high-stress educational environments that cannot support healing.*

Bronx Principals

- Initiate healing-centered conversations in your schools. If your staff, students, or parents/caregivers approach you about healing-centered change, receive their ideas and proposals with an open mind.
- Support the creation of, participate in, and advance the work of your school's Transformation Teams. Ensure that Transformation Teams have the time they need to implement your school's Healing-Centered Plan. Help Transformation Teams access the resources they need to implement the Plan.
- Facilitate information sharing with other schools and districts.
- Facilitate whole-community conversations about healing-centered practices.
- Engage in consistent messaging about healing-centered education in Principal communications with staff, students, and parents/caregivers.
- Identify any obligations or administrative constraints that may stand in the way of your school's transformation and bring them to the attention of the other members of the Transformation Team. Work together to identify an alternative or adjust priorities.

¹⁶ *Regarding the final point under Bronx Executive Superintendent and District Superintendents: *Real Integration*. IntegrateNYC. Retrieved June 17, 2020, from <https://www.integratenyc.org/realintegration>; *Policy Platform*. Teens Take Charge. Retrieved June 17, 2020, from <https://www.teenstakecharge.com/policy>.

For all Bronx education leadership, healing-centered school transformations are an opportunity to be a leading example for other boroughs and other cities, both in New York State and nationwide. Cities and states across the country, including Schenectady, New York and the entire state of Massachusetts, have adopted trauma-informed schools and can teach us important lessons. Bronx schools that follow this Roadmap will build on that work in a unique way by becoming the first set of districts to adopt a healing-centered model that intentionally responds to systemic traumas like housing instability, racism, and over-policing.

In addition, Bronx schools serve communities with some of the highest rates of childhood poverty and trauma rooted in systemic oppression. Our school communities will learn important lessons throughout their healing-centered transformations, and these lessons will provide invaluable information to other school districts serving high-trauma and high-poverty student populations. By following this Roadmap, Bronx schools will also demonstrate to schools around the City and State the importance of taking a whole-school approach when pursuing meaningful change.

[Support from Educators and Other School Staff](#)

Educators and other school staff are the people that students most frequently interact with outside of their home communities. Because staff spend so much time with students, they are essential to the success of a model that proposes healing-centered interactions in schools. Educators are also often the first people in the school community to buy-in to a healing-centered approach. They witness firsthand the impact of trauma on learning and classroom behavior and can directly benefit from better strategies to respond to those impacts.

Both students and school staff benefit when staff support healing-centered change. Our Working Group has heard from school staff who report experiencing burnout, compassion fatigue, and secondary trauma when interacting with traumatized students. A healing-centered approach can provide educators with the strategies, tools, and school culture to prevent and mitigate these problems. Similarly, school staff have told our Working Group that they want to respond differently to challenging student behavior, but that they haven't been provided with the right training, resources, or administrative support to do so. A healing-centered transformation can address those concerns. Finally, a healing-centered approach makes all students feel safer and more supported. When students feel this way, they are less likely to exhibit the behavioral challenges or classroom disruptions that contribute to staff stress, require intensive staff response, or make it difficult for staff to carry out their regular duties.

Non-instructional staff are essential to the success of a healing-centered transformation. Every school-based interaction affects students' sense of safety and community, not just interactions with their individual teachers. In addition, some students report that the adult they trust most in the building is not a teacher at all, but is a non-instructional staff member. For that reason, it is important that all staff are given the opportunity to learn about trauma's impact on learning and behavior and are provided with strategies that they can use to support students.

School staff are often inundated with policy changes, new initiatives, and shifting expectations. When staff feel overwhelmed by these changes, they may experience burnout, fatigue, and apathy toward initiatives they would otherwise find exciting. A healing-centered framework can mitigate these effects. When change is coordinated, consistent, and presented as part of an intentional plan, staff feel supported and prepared to fulfill their role in real change. More importantly, a healing-centered framework uplifts staff voices in the design and implementation of the Healing-Centered Plan. Staff are not viewed as subordinates tasked with carrying out unfamiliar directives, but are valued participants in their school's change process.

We are asking school staff to learn about healing-centered schools and to leverage their unique position as the face of education to take the following concrete steps.

- As you learn about healing-centered schools and practices, reflect on your own reactions and the reactions of others. Consider whether you feel you can commit to these concepts and how you can cultivate that commitment in your peers. Commitment and buy-in among school staff consists of three ingredients:¹⁷
 1. **Head:** Do you understand the change that is needed and your role in it?
 2. **Heart:** Can you emotionally commit to the change that is needed?
 3. **Hands:** Will you take action to make and sustain that change?
- Once you feel you can commit to healing-centered principles, initiate conversations with your co-workers and peers about healing-centered practices.
- Approach your school's leadership and ask to start a Transformation Team. The Healing-Centered Schools Working Group can help you organize. Reach out to us at (917) 661-4529 or bxhealingcenteredschools@lsnyc.org.
- Have a discussion at your staff meeting or host a staff event to discuss what you've learned.
- Share resources and learning materials with other staff, then discuss together in small groups. You can find helpful reading materials at the end of this Roadmap.
- Host an event where students and parents/caregivers can learn about these ideas and make their voice heard.

Bronx educators already have a strong network of solidarity to draw upon for support. The United Federation of Teachers (UFT) provides resources to promote educators' well-being at work and infrastructure to advance change. We are asking the UFT to support educators in the process of healing-centered change by advocating for DOE support of healing-centered

¹⁷ *Understanding Trauma and Trauma Responsive Educational Practices*. Trauma Responsive Educational Practices (TREP), 2020. Retrieved June 17, 2020, from <https://trep-educator.thinkific.com/courses/intro>.

practices, offering professional development, facilitating cross-school discussions, and connecting educators to resources.

Meaningful Involvement of Students

A healing-centered approach that is effective and accurately responsive to the needs of the school community is one that centers student involvement and leadership in change. Students are the foremost experts on their social emotional needs, how they experience safety in their schools, and what schools can do to improve their experience of safety. This information is the foundation that Transformation Teams will use to identify priorities for change and, later, develop a Healing-Centered Plan.

Some resources on trauma-informed schools recommend only partial or minimal involvement for students. Under these models, change is placed almost exclusively in the hands of school leadership and staff. The Healing-Centered Schools Working Group recommends a different approach. For the following reasons, schools should include students in all aspects of the healing-centered transformation, including initial conversations, the Transformation Team, and ongoing assessment:

- Including students creates a higher likelihood that the transformation will succeed. Healing-centered schools have a strong sense of community. Students are more likely to embrace and participate in the cultivation of this community if they are given the opportunity to meaningfully contribute to it.
- A healing-centered transformation is a school culture transformation. As members of the school community who exist in and are deeply affected by school culture on a daily basis, students must be centered in any transformation that yields real culture change.
- Trust, autonomy, and the opportunity to voice ideas and concerns are key ingredients of a healing-centered school. If school teams leave students out of this process, they may unintentionally undermine their own efforts by violating that sense of autonomy and trust. On the other hand, students who are given the opportunity to participate and see their contributions reflected in the process are more likely to feel heard, to trust their school community, and to experience safety while at school.
- Students can offer perspectives that school staff may have overlooked. Having a variety of perspectives throughout the transformation process allows the Transformation Team to effectively craft a responsive plan.

We are asking students to take the following steps to promote healing-centered practices in their schools:

- Take the time to learn about healing-centered schools. Read this Roadmap and check out the resources listed at the end.
- Share what you have learned with other students and with the adults in your life, both inside and outside of school.
- Approach your school staff or leadership and ask to have a school conversation about healing-centered practices. The Healing-Centered Schools Working Group can help you have this conversation. Reach out to us at (917) 661-4529 or bxhealingcenteredschools@lsnyc.org.
- Demand healing-centered practices in your schools. The Healing-Centered Schools Working Group can help you organize. Reach out to us at (917) 661-4529 or bxhealingcenteredschools@lsnyc.org.
- Participate in your school's healing-centered transformation process. Attend school discussions, participate in focus groups, and complete surveys. If you are passionate about these ideas, volunteer to join your school's Transformation Team.
- Hold your school accountable to the healing-centered principles, the priorities your school community identified, and your school's Healing-Centered Plan. As central members of the school community, you will experience the implementation of your school's Healing-Centered Plan in real time. Give ongoing feedback to the Transformation Team, and make your voice heard about what aspects of the plan are working and what aspects need to change.

Meaningful Involvement of Parents/Caregivers

An effective healing-centered approach is also one that centers parent/caregiver perspective and involvement. Parents are key partners in understanding, responding to, and better supporting students' social emotional needs. Parents are also a bridge between the school community and students' experiences and community outside of school. Their involvement and perspective is critical to the development of a Healing-Centered Plan that responds to student needs and creates real school culture change.

Many resources on trauma-informed schools do not recommend structures for parent/caregiver involvement. Under these models, change is placed almost exclusively in the hands of school leadership and staff. The Healing-Centered Schools Working Group strongly recommends a different approach. For the following reasons, schools should include parents/caregivers in all aspects of the healing-centered transformation, including initial conversations, the Transformation Team, and ongoing assessment:

- Parents have unique insight into students’ social emotional needs, and can offer perspectives or suggestions that other members of the school community may overlook.
- Meaningful parent/caregiver participation builds good will with parents/caregivers, who are essential partners in the success of a healing-centered school community.
- Students’ perceptions of their safety at school depend largely on whether they feel their parent/caregiver is welcome, safe, and respected. Meaningful involvement of and positive relationship building with parents/caregivers will boost parents/caregivers’ sense of safety at school. This will, in turn, promote students’ perceptions of their own safety and belonging in the school community.
- A healing-centered school is one that promotes healing-centered practices outside of the school community. Parents/caregivers are a bridge between school communities and students’ communities outside of school. Involving parents/caregivers in the healing-centered transformation gives them the tools and knowledge to promote healing-centered practices in students’ home communities.

We are asking parents/caregivers to take the following steps to promote healing-centered practices in their schools:

- Take the time to learn about healing-centered schools. Read this Roadmap and check out the resources listed at the end.
- Speak with the students in your life about their experiences at school, whether they feel safe, and what healing-centered practices mean. Talk to them about what they think needs to change in their schools.
- Share what you have learned with other parents/caregivers in your school, district, or borough community. Gather folks who are interested in these ideas.
- Approach your school and district’s teachers, staff, and leadership about healing-centered school transformation. It may be helpful to do this with a small group of other students and parents/caregivers. The Healing-Centered Schools Working Group can help you have this conversation. Reach out to us at (917) 661-4529 or bxhealingcenteredschools@lsnyc.org.
- Hold your school accountable to the healing-centered principles, the priorities your school community identified, and your school’s Healing-Centered Plan. Push your school’s Transformation Team to develop new goals and plans after the first Healing-Centered Plan is implemented. All members of the school community are partners in ensuring the success of the Healing-Centered Plan, and parents/caregivers are uniquely positioned to provide checks and accountability.

Planting the Seeds

If you are one of the stakeholders listed above, you may be wondering how to begin the healing-centered transformation process in your own school. You can begin by building conversations within your own community. Start by speaking with individuals that have expressed interest in these ideas or in ideas related to social emotional health and equity in schools. Individuals who are not familiar with these ideas, but who have expressed frustration with the school's response to a particular incident or problem, may also be willing to speak with you. Start with just one other person and engage that person in discussion over lunch or in a conversation during the school day. Build those connections into small groups. Nurture these small groups to help them grow. Collaborate with one another to host discussions in your community to help spread the word. Reach out and engage other categories of stakeholders in your school community.

If staff, students, and parents/caregivers in your community express interest in healing-centered school practices, approach school leadership together. Present your ideas, share resources, describe how members of your school community support the concept, and ask school leadership to help you initiate healing-centered change. Conversely, if staff have not yet learned about or embraced the idea of healing-centered educational practices, students, parents/caregivers, or school leadership can approach staff through informal discussions or at staff or Community Education Council meetings.

Superintendents and the Executive Superintendent can also plant the seeds for healing-centered change. They can host events throughout the Bronx to incubate conversations and promote idea-sharing. Their early interest and support can help motivate school staff and alleviate any concerns they have about institutional obstacles to success.

Forming a Transformation Team

Once leadership, staff, students and parents/caregivers in the school community have expressed interest in healing-centered practices, schools should identify a Transformation Team to take the lead on early conversations. As the process of change progresses, this team will be responsible for formulating and carrying out a Healing-Centered Plan in collaboration with the entire school community.

In the beginning of the healing-centered change process, the Transformation Team should host school community discussions, conduct surveys, and facilitate focus groups. These conversations will help the school community build consensus and identify priorities to address in the Healing-Centered Plan. Once those priorities have been identified, the Transformation Team will be responsible for developing a Healing-Centered Plan that is responsive to those priorities and consistent with the Healing-Centered Principles. They will oversee the implementation of that Plan, assess implementation to determine where adjustments are needed, and support the school's continued healing-centered growth.

All members of the school community must be represented in the Transformation Team. The Team should include instructional staff, non-instructional staff, a student, a parent/caregiver, and a member of the administration. The Principal's support is crucial for the success of the transformation, so we recommend that the Principal be a member of the team. Those with a passionate interest in healing-centered change are a natural fit for the Transformation Team, but schools may also choose to appoint individuals who they think will be successful leaders and changemakers. Because of the School Leadership Team's (SLT) involvement in budget development, we also recommend that the Transformation Team include a member of the SLT. In order to create more opportunities for new parents/caregivers to get involved in school leadership, we caution against including the SLT parent member as the SLT member in the Transformation Team.

When developing the Transformation Team, schools should consider including community members with special knowledge or skills. If your school serves a high number of students in temporary housing and has on-site staff from the Office of Students in Temporary Housing, include one or more of those staff in your Team. The team will likely coordinate or conduct a great deal of staff education. Including staff members who already provide training to staff and who have the flexibility to do so during the school day will help the Transformation Team accomplish their training goals.

[Tailoring Your Plan to Your School](#)

Transformation Teams will work hard to develop a Healing-Centered Plan that proposes community education and changes to the school's policies, practices, and culture. A successful plan will be responsive to four elements.

First, the Healing-Centered Plan should be responsive to the needs of the community that the school serves. For a school community struggling with persistent housing instability and related chronic absenteeism, a Plan focused on initiatives to support absent or late students may be a better fit than a Plan focused on addressing conflict between students.

Second, the Healing-Centered Plan should be responsive to staff's current knowledge and level of buy-in. If the staff is still growing in their understanding and support is still evolving, it may be best to start with a small change. Once the community has gained a greater sense of motivation and excitement about healing-centered schools, the Transformation Team can pursue bigger changes. This will encourage buy-in and prevent fatigue.

Third, the Healing-Centered Plan should be responsive to the priorities that the school community feels are most pressing. This will build trust as the community witnesses the Transformation Team and administration reflecting back their priorities. This will also generate greater buy-in and investment in the Healing-Centered Plan. Most importantly, this will ensure that the Plan promotes the healing that is most needed.

Fourth, and perhaps most important, the Healing-Centered Plan should be responsive to the Healing-Centered Principles. The Transformation Team may develop careful plans for change, but those plans will not build a healing-centered school unless they advance the seven Principles. Transformation Teams should continually refer to those Principles as they engage in school community discussions and craft their plan.

[Creating and Implementing a Healing-Centered Plan](#)

In this section, we provide a brief overview of the steps that Transformation Teams should take to develop their school's Healing-Centered Plan. Transformation Teams can find detailed guidance and best practices on development and implementation of organizational change in the resources linked at the end of this Roadmap.

The path to healing-centered change will be different for each school. Each school community must engage in its own process of education, generating buy-in, and developing a plan for transformation. Each school will start with different structures, a different school culture, and a different landscape of initiatives that either advance or hinder healing-centered education. Each school will have to engage in a unique process of assessing their progress, tackling obstacles, and adjusting course as needed. There is no one-size-fits-all approach, but Transformation Teams can support one another by sharing ideas and brainstorming solutions to problems that arise during the change process.

The Transformation Team should begin the healing-centered planning process by conducting a baseline assessment of staff, student, and parent/caregiver needs and priorities. The team can do this by hosting conversations within the school community. During these conversations, the Team can educate participants about the Healing-Centered Principles and invite participants to envision specific school reforms that embrace those Principles. They can also conduct surveys of staff, students, and parents to assess their perception of safety at school and how they think safety can be improved.

Once the Transformation Team has gathered this information, they should use it to develop Healing-Centered Plan action items that are realistic, measurable, and responsive to the four elements outlined above: community needs, staff understanding and buy-in, community priorities, and the Healing-Centered Principles. When selecting potential action items, the Transformation Team can build momentum by starting with action items that are easily obtainable. Successful implementation of these items will generate greater trust and buy-in, which are key components for the success of Healing-Centered Plans and the ongoing transformation.

As the Transformation Team moves toward implementation, they should plan to meet on a regular basis. These meetings may take place weekly or monthly. They will provide an opportunity for the team to reflect on their progress, ensure that outcomes are consistent with the Healing-Centered Principles, brainstorm solutions to unanticipated obstacles, and adjust course as needed.

Throughout implementation, the Transformation Team should maintain an open dialogue with staff, students, and parents/caregivers about their progress. The team should solicit feedback through school events, staff check-ins, discussions at parent-teacher conferences, focus groups, and surveys. Later in this Roadmap, we will discuss how to use this feedback to promote sustainability and develop future Healing-Centered Plans.

IV. Educating the School Community about Healing-Centered Practices

Introduction

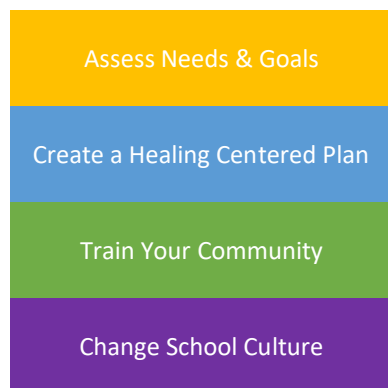
Education and training for the school community is essential. While many aspects of healing-centered education feel like common sense, others are complex and counter-intuitive. Without a foundational understanding of trauma, its impact on learning, and appropriate response strategies, school communities will struggle to implement Healing-Centered Plans. In addition, education takes the concept of healing-centered schools from the theoretical to the practical. It helps school staff build their capacity to apply these ideas and gives them knowledge to share with the community. Importantly, education in healing-centered principles should not be limited to school leadership and staff. Providing education to students, parents/caregivers, and partners ensures that the push for healing-centered institutions extends beyond the school building.

This section will provide an overview of training practices recommended by the Healing-Centered Schools Working Group. For more detailed recommendations on training and for more information about best practices, please refer to the list of resources in the Appendix.

Where Do We Find the Time and Money for Training?

Bronx schools grapple with countless professional development demands. Some are in the position to dedicate professional development resources to a new initiative, while others struggle to find the budget or the time to train staff. This section provides information about comprehensive healing-centered professional development and low-cost alternatives to traditional training models. These strategies can help Transformation Teams provide training to staff, partners, and even students and parents/caregivers in flexible ways that meet their schools' limitations and needs.

Transformation Teams should build a Healing-Centered Plan that **dedicates existing professional development time and funding** to healing-centered training for all school staff. We have compiled a number of organizations that provide training on healing-centered and trauma-sensitive educational practices that we feel is effective and aligned with the goals



outlined in this Roadmap. Please refer to the Appendix at the end of this document for more information about training programs and resources.

Superintendents and the Executive Superintendent can support whole-school healing-centered professional development by hosting **district-wide trainings**. For example, Superintendents and the Executive Superintendent can use dedicated professional development time to educate staff about healing-centered practices or can host a series that culminates in a certificate in Healing-Centered Learning. These events will also provide opportunities for collaboration and information sharing.

Superintendents and the Executive Superintendent can also support **budget changes at the citywide level to focus on healing-centered professional development**. Doing so will create greater opportunities in the long-term for schools to access and sustain healing-centered professional development and transformation. This will require coordination and collaboration between Superintendents and the Executive Superintendent.

Transformation Teams can also secure training **through collaboration with other schools and districts**, both in New York City and around the state. Multiple schools can coordinate a large training and share costs. Schools can also come together for informal education in the form of collaborative conversations and idea-sharing.

For schools with limited budgetary resources, a **train-the-trainer model** can be highly effective alternative. This model works especially well if the Transformation Team includes individuals that already conduct training or capacity-building in their schools. This method reduces costs by securing formal training for a smaller group of people who then train other staff, partners, students, and parents/caregivers. This model also allows for greater flexibility in scheduling. If the individuals who need to be trained are not available at one time, school-based trainers can conduct a series of trainings that participants can attend based on their availability. When using this model, it is important to ensure that the entire Transformation Team, as well as any other individuals selected to administer future training, receive formal training in full before training is turnkeyed to school staff. This will allow the Team to support one another's understanding and training efforts, and will reduce the likelihood that information is misunderstood or diluted as it is relayed to school staff. Transformation Teams should be aware that without this whole-team training, and without meaningful buy-in from trainers and school administration, train-the-trainer models are significantly less likely to be effective.

If time is particularly constrained, **webinars** allows staff, partners, students, and parents/caregivers to access education on a flexible schedule. Webinars are not recommended for core concepts of healing-centered schools, since they typically do not cultivate the same level of engagement and understanding as in-person trainings. They may, however, work well for continued learning or smaller concepts that build on a strong foundational understanding of healing-centered practices.

After any training, staff should have the opportunity to **reflect on the material** with one another. This can happen immediately after a training, or weeks later after staff have received training in separate groups. This reflection will help staff process what they have learned and brainstorm ways that they can apply the content to their own interactions with students.

We strongly recommend that schools or districts that are able to do so **begin with a comprehensive, whole school training from qualified experts**. This strong foundation will allow schools to meaningfully engage with healing-centered change and will help staff understand how to effectively and faithfully adopt aspects of the Healing-Centered Plan. Schools that have completed this initial training, or that have already taken independent steps to educate staff about trauma and its impact on learning, may be ready to transition to a lower-cost professional development alternative like train-the-trainer models or webinar trainings.

Training should be sustained over time, with the understanding that healing-centered growth is never complete. As a long-term goal, healing-centered concepts should be integrated into the school and district's approach to training in most, if not all, concepts. School leadership Superintendents, and Executive Superintendents can support this long-term goal by advocating the citywide adoption of healing-centered educational practices.

[Who Should Receive Training?](#)

The Transformation Team will be responsible for organizing and overseeing training for different parts of the school community, and many will have to do so with limited time and budgetary resources. We hope that the following recommendations will help Transformation Teams plan and prioritize training programs for their school community.

All building staff must receive training in the core concepts of healing-centered schools. Training should be geared toward educating staff on trauma, its impact on learning and school behavior, the importance of student safety and well-being, and practices that will help staff support student safety and well-being. Acquiring this training will require support from school leadership.

Community education should also be made available to **students and parents/caregivers**. Opening up training to the school community will generate trust and buy-in among students and parents/caregivers and will promote the use of healing-centered approaches in other aspects of students' lives. Training will also help parents/caregivers understand and recognize the signs of trauma's impact on learning among the students they care for. Finally, training will give students and parents/caregivers the information they need to be effective and collaborative partners in healing-centered change.

It is essential for **Principals, Superintendents, and the Executive Superintendent** to receive training and a deep understanding of healing-centered schools. As educational leaders, they oversee the structural framework for the entire school, district, or borough. With the proper knowledge, they can facilitate accurate and consistent messaging, can successfully

integrate the healing-centered transformation into all areas of school administration, and can ensure that implementation is truly advancing the school's ability to be more healing-centered.

For similar reasons, it is essential that the **Transformation Team** also receive training on and a deep understanding of healing-centered schools. As the team of individuals responsible for building consensus, identifying priorities, and developing, implementing, and assessing Healing-Centered Plans, Transformation Teams should become resident experts in healing-centered principles and educational practices.

What Topics Should Training Cover?

Transformation Teams must decide what types of training their school communities need in order to become healing-centered. Training priorities will be different for each school. To identify their school's training priorities, the Transformation Team should revisit their community's conversations about community needs, challenges, and goals. The Team should then select training topics that are responsive to those needs, challenges, and goals. As with every step in the change process, the Transformation Team should also ensure that identified training priorities are consistent with the Healing-Centered Principles. For example, the team should consider whether the identified training will advance staff's ability to help students feel physically, psychologically, and emotionally safe.

Some training areas will be necessary for all schools engaged in the healing-centered transformation process. The early stages of the Healing-Centered Plan should include trainings that covers trauma, including school-based trauma, trauma's impact on learning, core principles and practices of healing-centered schools, and how healing-centered schools can address vicarious trauma and secondary stress among school staff. This training will be foundational to the success of action items in the Healing-Centered Plan.

Anti-racism education and implicit bias training are also integral to a healing-centered approach. These trainings should be made available to all members of the school community. These trainings can be ineffective if not implemented as part of wider culture change, so Transformation Teams should meaningfully build on anti-racism education by forming an anti-racism subcommittee. The anti-racism subcommittee should follow up on these trainings, provide support as staff implement these principles, create opportunities for community reflection and discussion, and outline specific steps that the Transformation Team can take to create a school culture that actively challenges bias, discrimination, and racism. The anti-racism subcommittee should be composed of members of the Transformation Team as well as other members of the school community dedicated to advancing anti-racist educational practices. You can find information about organizations that offer anti-racism training programs in the Appendix.

In our Working Group's community conversations, parents/caregivers, students, educators, and providers have expressed a desire for school staff to receive training in the following areas. If your Transformation Team is having difficulty identifying training priorities,

you can start by considering these topics:

- Trauma-informed universal precautions;
- Vicarious trauma and secondary stress syndrome, teacher wellness strategies, and vicarious post-traumatic growth;
- Restorative practices;
- Implicit bias and anti-racist educational strategies;
- Culturally responsive-sustaining education practices;
- The harm of improper calls to, or threats to call, the State Central Registry and how to work with families on concerns about educational neglect;
- Mental Health 101 and Youth Mental Health First Aid;
- Successful collaboration with parents/caregivers and families; and
- How to build relationships with clinics and community-based organizations.

You can find more information about training resources and materials in the Appendix at the end of this Roadmap.

What Other Strategies Can We Use to Cultivate a Healing-Centered Workforce?

The Bronx has the highest rate of educator turnover in the City. During the 2017-2018 school year, 22% of educators left Bronx schools after teaching for less than five years.¹⁸ In parts of the South Bronx, the turnover rate climbed as high as 31%.¹⁹ Successful transformation to a healing-centered framework often decreases staff turnover, but schools will inevitably continue to hire after they begin their transformation. To help new staff support the healing-centered mission of the school and to bring new staff into this paradigm, Transformation Teams should incorporate Healing-Centered Principles into hiring, new staff orientation, and the cultivation of an educator pipeline.

With the support of Superintendents and the Executive Superintendent, Principals should ensure that **potential hires** demonstrate an openness to and an understanding of healing-centered and trauma-informed education principles. School leadership can assess this by having a conversation with the applicant about their understanding of childhood trauma or their views on social emotional well-being and its relation to learning. Transformation Teams and school leadership can collaborate across schools to develop strategies for assessing an applicant's fit for a healing-centered educational environment. The Working Group recognizes that school leadership may not have full control over the hiring process. For that reason, we also recommend that school staff and leadership work together to advocate that the United

¹⁸ *To Combat Teacher Exodus from New York City Schools, Comptroller Stringer Proposes Largest Teacher Residency Program in America*. New York City Comptroller, June 24 2019. Retrieved on June 17, 2020, from: <https://comptroller.nyc.gov/newsroom/to-combat-teacher-exodus-from-new-york-city-schools-comptroller-stringer-proposes-largest-teacher-residency-program-in-america/>.

¹⁹ *Id.*

Federation of Teachers and the NYC Department of Education incorporate healing-centered principles into hiring practices citywide.

***DID YOU KNOW:** Legislators and institutions of higher education can also help cultivate a healing-centered workforce. New York State Assembly Member Latoya Joyner is in the process of drafting a bill that would require educators to have received some form of training on trauma in order to qualify for their teaching certificate. Institutions of Higher Education can build on this effort by adding coursework about trauma, its impact on learning, and healing-centered educational practices.*

Transformation Teams can develop a **new hire orientation** for all school staff. This is especially critical for schools that have high staff turnover rates. The new staff orientation should introduce the core principles of healing-centered schools, the Healing-Centered Plan crafted by the Transformation Team, and the role that the newly hired staff member will play in supporting the Healing-Centered Plan. To model and uphold the culture of community that the school is building, the orientation should involve members from all parts of the school community. Transformation Teams can even collaborate across schools or districts to develop orientation pieces that can be used throughout the Bronx.

***CASE STUDY:** The Institute on Trauma and Trauma-Informed Care supported one organization's transformation, including their new-hire orientation. The organization lacked the resources to include extensive trauma-informed education in their orientation, so they created a welcome video featuring organizational leadership discussing the importance of trauma-informed principles, a timeline of when new hires would receive trauma-informed training, and clips of staff discussing how they use trauma-informed practices each day. Transformation Teams can create similar videos that also feature students and parents/caregivers talking about their experience with their school's new healing-centered practices.]*

Bronx schools can also cultivate healing-centered skills in other workforces. For schools that have on-site mental health services or school-based partnerships, the Transformation Team may want to provide **training or informational sessions for the partner organization's staff**. Partner organizations may also provide feedback to school staff and leadership about the trauma impacting students or the implementation of Healing-Centered Plans. Transformation Teams can use that feedback to develop future training or workforce development initiatives.

The Transformation Team can create a **mentorship network** to support staff and leadership throughout the healing-centered transformation. This team should consist of individuals who have volunteered, individuals selected by leadership, and individuals who are likely to continue working at the school for a long time.²⁰ This network can promote the infusion of healing-centered practices in educator culture and create opportunities for educators to receive specific feedback on the appropriate use of those practices.

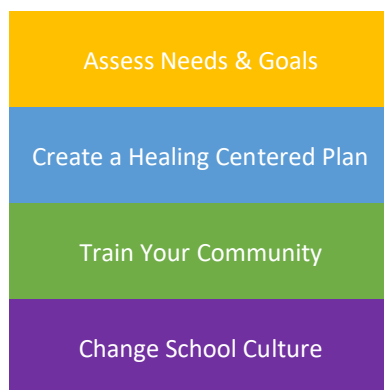
Finally, to advance culturally-responsive education and challenge the systemic inequity that contributes to students' trauma, Bronx education leadership and Transformation Teams should work over the long-term to **cultivate a workforce development pathway** for Bronx students and young adults interested in becoming Bronx educators. Currently, Bronx schools serve a student population that is 28% Black and 62% Latinx, but only 20% of Bronx teachers are Black and only 24% are Latinx.²¹ Meanwhile, nearly half of all Bronx teachers are white, even though only 4% of the Bronx student population is white.²² This means that students are rarely taught by staff members who look like them and can identify with their experiences with culture, racism, and privilege. A workforce development pathway can address this problem by creating opportunities for young people in the Bronx to become educators in their own communities. This pathway can provide young people with opportunities to learn more about the education profession, receive mentorship, and access support as they navigate higher education. The Healing-Centered Schools Working Group is interested in collaborating with Bronx schools to develop this pathway.

V. Academic Healing-Centered Strategies

Implementing Culturally Responsive-Sustaining Curricula

Culturally responsive-sustaining education (CRSE) is central to a healing-centered school. Healing-Centered Plans must be responsive to the diverse students and communities that make up each school and school district.

Over the past three years, parents with the NYC Coalition for Educational Justice (CEJ) have pushed the NYC Department of Education (DOE) to embrace CRSE as a key strategy for an equitable education system with high levels of engagement and achievement for all students. The campaign included advocating for anti-bias and cultural competency trainings for school staff and diverse, culturally responsive curricula.



²⁰ Koury & Green, *Trauma-Informed Organizational Change Manual*. p. 62.

²¹ Disare, M., *How Diverse is the Teaching Force in Your District?*, Chalkbeat New York (January 8, 2018). Retrieved June 17, 2020, from <https://ny.chalkbeat.org/2018/1/8/21104225/how-diverse-is-the-teaching-force-in-your-district-a-new-analysis-highlights-the-gap-between-student>.

²² Id.

In July 2019, DOE adopted a definition of CRSE as: “a cultural view of learning and human development in which multiple forms of diversity (e.g., race, social class, gender, language, sexual orientation, nationality, religion, and ability) are recognized, understood, and regarded as indispensable sources of knowledge for rigorous teaching and learning.” The definition explains that, “CRSE uses educational strategies that leverage the various aspects of students’ identities, including the rich cultural, racial, historical, linguistic characteristics of students to provide mirrors that reflect the greatness of who their people are and windows into the world that allow students to connect across cultures.”²³

Like the healing-centered approach, CRSE encompasses the entirety of a school. It is reflected in the curriculum and instruction, school climate, and family and community engagement. All Transformation Teams should consider adopting the following practices to become more culturally responsive and sustaining.

Curriculum and Instruction

Students excel in school when they see themselves reflected in the classroom and have strong, authentic relationships with their teachers. CRSE has been shown to increase grade point averages, student engagement, self-image, critical thinking skills, and graduation rates, while decreasing dropout rates and suspensions.²⁴ In practice, CRSE changes implemented by Transformation Teams may look like the following examples²⁵:

- Students read a variety of books that center Black characters and authors and portray Black people in positive and uplifting ways.
- Teachers support students as they learn about important and overlooked people in U.S. history. Students, for instance, learn about Black and Latinx trans women leaders, such as Marsha P. Johnson and Sylvia Rivera during the Stonewall Riots.
- In PS 290 A.C.E. Academy for Scholars in Queens, students used the [Culturally Responsive Curriculum Scorecard](#) to analyze the representation and cultural

²³ *Culturally Responsive-Sustaining Education*. NYC Department of Education. Retrieved June 17, 2020, from <https://www.schools.nyc.gov/about-us/vision-and-mission/culturally-responsive-sustaining-education>.

²⁴ See e.g., Aronson, B., & Laughter, J., *The Theory and Practice of Culturally Relevant Education: A Synthesis of Research Across Content Areas*. Review of Educational Research, March 2016, vol. 86, No.1, p. 63-206; and Nelson Laird, T.F., *College Students’ Experiences with Diversity and Their Effects on Academic Self-Confidence, Social Agency, and Disposition toward Critical Thinking*. Research in Higher Education 46, 365–387 (2005). <https://doi.org/10.1007/s11162-005-2966-1>; Leath, S., Byrd, C., Carter, R., & Chavous, T., *Promoting Resilience Among African American Girls: Racial Identity as a Protective Factor*. Child Development, November 20, 2017, vol. 89, issue 6, pp. e552-e571.

²⁵ *Transforming Our Public Schools: A Guide to Culturally Responsive-Sustaining Education*. NYC Culturally Responsive Education Working Group and the Education Justice Research and Organizing Collaborative (EJ-ROC) at the NYU Metro Center. 2020. PDF File, pp. 3-5. Retrieved on June 17, 2020, from https://static1.squarespace.com/static/5bc5da7c3560c36b7dab1922/t/5ed12955d45eb54e7a0854a3/1590765951611/CEJ_CRSEBook_v7.pdf.

competence of the books in their classroom’s library. They found that many of their libraries were lacking in cultural responsiveness and wrote letters to the Chancellor asking for more diverse books. Creating opportunities, like this one, for students to share power in the classroom normalizes their agency and models their value as members of the school community.

- Teachers can begin the day with brief civics presentations or discussions of current events that center marginalized communities. They can build student involvement through presentations and discussions and encourage students to draw knowledge from their own experiences.
- Educators encourage students to carry out community-based, experiential learning projects. These projects can become catalysts for change and create space for students to exercise agency and empowerment.

School Climate

Many schools currently have harmful school climates with discipline policies and practices that disproportionately target Black, Latinx, and Native students and students with disabilities. A healing-centered and culturally responsive school is a safe and liberatory space that respects and honors students of all races, cultures, and abilities, especially those who have been historically marginalized. It is a school where all staff work to cultivate the knowledge and skills that students need to transform the injustices in our society. In practice, it may look like the following examples:

- Teachers, principals, and school staff receive anti-bias trainings on race, power, and privilege. Superintendents, Transformation Teams, and SLTs follow up with DOE leadership to secure these trainings.²⁶
- The school district recruits, supports, and promotes teachers and school leaders of color.
- Transformation Teams implement positive, restorative practices as alternatives to punitive discipline policies. They might hire restorative justice circle coordinators to prioritize school-wide social emotional well-being.
- The school district invests in social workers and guidance counselors, instead of police officers, to support youth development.
- The school district creates “Grow-Your-Own” programs to recruit, train, and support parents and community members to become certified teachers.

²⁶ CEJ conducted organizing meetings, led rallies, coordinated meetings with DOE staff and City Council, conducted teach-ins, and took other advocacy steps to secure these anti-bias trainings.

- The school district expands and invests in access to mental health services.

Family and Community Engagement

Schools can also move towards culturally responsive family engagement by transforming traditional notions of parents' values and roles and by providing opportunities for staff and parents to build strong, authentic relationships as equal partners. In practice, CRSE might look like the following examples:

- School staff take the time and space to understand and respect students' cultures. For example, they can take a yearly community tour led by parents and community members to get to know the neighborhood history, institutions, leaders, and culture.
- Schools provide opportunities for staff and parents to build strong, authentic relationships as equal partners by giving staff time and money to make regular home visits to students' families. These visits should be made with the goal of building relationships, not discussing a problem.
- Schools ensure that parent meetings and parent-teacher conferences are held at different times of day to accommodate parents' work schedules. Schools offer translation, food, child care, and assistance with transportation.
- Outreach and communication with parents is active and personal, in their home language, and their home communities. This is more equitable than outreach by flyers, robocalls or emails, only in English, and only on school premises.

Superintendents and the Executive Superintendent can support CRSE by supporting the above changes and creating district-wide policies and resources that advance CRSE.²⁷ They can take action to ensure that their school districts are aligned with the New York State Framework for Culturally-Responsive Sustaining Education, and ensure that schools and districts are supporting the long-term implementation and success of CRSE.²⁸

CRSE will help students, educators, and district leaders create educational environments in which students know how to love, respect, and honor themselves, their people, and their histories. Students will be most able to grow their strengths when every aspect of their education centers and honors their cultures, knowledge, and communities. This will actively foster a healing-centered school environment where students who have long been

²⁷ For more information, see: *A Brief Guide to Making Your Schools More Culturally Responsive*. NYU Steinhardt. PDF File, 1.

<https://static1.squarespace.com/static/5bc5da7c3560c36b7dab1922/t/5e32fa7464c4842a2d764678/1580399221393/Brief+Guide+to+CRE+in+Schools.pdf>.

²⁸ *Culturally Responsive-Sustaining Education Framework*. The University of the State of New York. 2018. PDF File, p. 46. <http://www.nysed.gov/common/nysed/files/programs/crs/culturally-responsive-sustaining-education-framework.pdf>.

marginalized and denied a fair share are respected, honored, loved, and prepared to shape a life they deserve for themselves and their communities.

Incorporating Social Emotional Learning into Curricula

In 2018, Congress authored several education bills that addressed a variety of issues including chronic absenteeism, graduation rates, teacher wellness and the capacity of parents and teachers to teach students social emotional skills. This effort led to the formation of the National Commission on Social, Emotional, and Academic Development. Two members of this commission served on the board of the Collaborative for Academic, Social, and Emotional Learning (CASEL), an organization that has been involved with social and emotional learning for twenty years.

The standard definition and framework of SEL, adopted by many states, districts and counties comes from CASEL: “Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.”²⁹ The CASEL framework includes the five competencies: self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

In 2018, the New York State Education Department mandated that all public schools include mental health education as a fundamental part of their school curriculum.³⁰ This mandate embraces the CASEL definition and framework. It addresses several dimensions of health, including mental health, and aims to promote student understanding, attitudes, and behaviors that advance students’ well-being and dignity.

On the heels of this legislation, the DOE took steps to make the Sanford Harmony social emotional curriculum available to schools.³¹ This is a meaningful step, and many schools have begun to use the curriculum. But a healing-centered school’s relationship with social emotional learning must go farther than adoption of a curriculum. The Transformation Team, school, and district must identify the needs of their school communities, examine their existing curriculum, and assess that curriculum’s impact on students and school culture. Transformation Teams must take affirmative steps to ensure that this curriculum, or any other curriculum they adopt, teaches and promotes emotional wellness and academic achievement to all students, including those impacted by trauma. Transformation Teams should also ensure that their curriculum and

²⁹ *What Is SEL?*, The Collaborative for Academic, Social, and Emotional Learning (CASEL). Retrieved June 17, 2020, from <https://casel.org/what-is-sel>.

³⁰ *An act to amend the education law, in relation to clarifying health education*. New York State Assembly Memorandum in Support of Legislation. Bill Number A3887B. 2018. Retrieved June 17, 2020, from, https://assembly.state.ny.us/leg/?default_fld=&bn=A3887&term=2015&Summary=Y&Memo=Y.

³¹ *Mayor de Blasio, First Lady McCray, Chancellor Carranza Announce Major Expansion of Social-Emotional Learning and Restorative Justice Across All City Schools*. City of New York. June 20, 2019. Retrieved June 17, 2020, from <https://www1.nyc.gov/office-of-the-mayor/news/314-19/mayor-de-blasio-first-lady-mccray-chancellor-carranza-major-expansion-of#/0>.

other aspects of school culture create opportunities for students to practice their social emotional skills throughout the school day. Finally, social emotional learning should be implemented in tandem with school-wide positive behavior supports to ensure consistency throughout the school environment.

The CASEL framework addresses the development of the aforementioned five core competencies in the classroom through curriculum and instruction, through school-based policies and practices, and through family and community collaboration. Transformation Teams can take the following steps to assess, build, and improve their SEL curriculum and instruction:

- Search for evidence that the school has incorporated all five competencies of SEL in its existing curriculum.³² These competencies are as follows:
 - Self-awareness
 - Self-management
 - Social Awareness
 - Relationship Skills
 - Responsible Decision Making
- Examining each grade level separately, determine which of the five competencies are lacking and which are strongly exemplified;
- Collaborate with the school community to identify the SEL competencies that students in the school community would most like to grow;
- When identifying areas for growth in certain SEL competencies, pay close attention to differences between grade levels or any other competency patterns;
- Map out your school's areas of SEL competency need and growth and identify developmentally appropriate instructional approaches to support competency growth;
- Consider adopting instructional supports, peer mentorship networks, informal staff discussions, and other practices to support staff as they implement SEL and to encourage staff to share successful strategies; and
- Partner with parents/caregivers to promote SEL learning by encouraging parents to model and support growth in one or more SEL competencies at home.

³² *What Is SEL?* CASEL.

Universal Precautions in Classroom Instruction

Universal precautions treat all students with care and are the manifestation of the healing-centered belief that any student may have been impacted by trauma. These precautions benefit all students because they reduce management challenges that consume teacher time and energy, increase all students' sense of safety and emotional well-being, and allow teachers to maintain a higher level of instruction. While these precautions are designed to benefit all students, they are particularly impactful for students who have experienced trauma or who have difficulty coping effectively in the school environment. Universal precautions help these students maintain a level of social emotional well-being and readiness to learn that is difficult to achieve in traditional classroom environments.

School staff, parents/caregivers, and even students may be surprised to learn that a healing-centered approach involves changes to academic instruction. Academic universal precautions are necessary because trauma impacts students' ability to learn. Past or ongoing trauma can limit focus and concentration, impulse control, memory, and executive functioning abilities like organization and prioritization. To properly respond to and mitigate these impacts, healing-centered practices must extend beyond social emotional and community-building practices to include instructional supports.

This section outlines a variety of universal precautions that can be implemented during academic instruction. As with any other part of the healing-centered transformation process, Transformation Teams should carefully consider these practices or programs to determine which are most responsive to the needs of the school community, school staff's level of understanding and commitment, priorities identified by the school community, and the Healing-Centered Principles. The following strategies require little to no cost to adopt and can be adapted to all classroom settings. For that reason, Transformation Teams may decide to build staff's familiarity with most, if not all, of the precautions listed below.³³

UNIVERSAL PRECAUTIONS IN CLASSROOM INSTRUCTION

School staff should learn to **recognize the signs of trauma or social emotional disruption**. Signs may include shifts in attendance, homework completion, talkativeness, alertness, or participation; exaggerated emotional or behavioral responses; or behavior that appears to be random or unconnected to any triggering event or pattern that the staff member can observe. These behaviors are not willful defiance, but are a communication of the students social-emotional well-being and needs. When staff members recognize these signs and become aware that a student may be experiencing hypersensitivity, hyposensitivity, or social emotional challenges, they are better equipped to respond with compassion and provide students with the supports they need to return to ready-to-learn state. A response that prioritizes social emotional well-being and readiness to learn is more effective than a punitive response, which views academic disengagement as willful defiance.

³³ For more information about chunking instructional material, reducing the amount of content covered while increasing recall and depth of understanding, and seating arrangements, please refer to *Understanding Trauma and Trauma Responsive Educational Practices*. Trauma Responsive Educational Practices.

Chunking instructional material reduces neurobiological dysregulation and allows students greater time to process smaller pieces of information. If students have little background knowledge about the material or if the content is complex, provide instruction in 4-8 minute chunks with a brief break in between. If the students have background knowledge or if the content is not as complex, provide instruction in 8-15 minute chunks with a brief break in between.

Similar to chunking, educators can **reduce the amount of content covered while increasing recall and depth of understanding** by using the following strategies:

- Plan lessons in intervals by breaking up instructional time into a variety of activities like lecture, research, creative time, and sharing.
- Use visuals or encourage students to create visuals to represent ideas, create metaphors, and activate the senses.
- Incorporate interaction with content through individual reflection, partnered questions, and small group discussions.

Communicate academic expectations clearly, consistently, and ahead of time. Provide regular reminders for expectations by posting them in a part of the classroom that is visible to all students. When it is necessary to deviate from previously communicated expectations, acknowledge the deviation.

Individualized instruction that is tailored to a student's skill and engagement helps students maintain a ready-to-learn state. Instruction that requires students to perform beyond their ability can increase students' stress levels or replicate the dynamics of a traumatic environment. For students who have not developed adaptive coping techniques for the classroom environment, this stress can disrupt their ability to engage with learning.

Call on students in a predictable, consistent manner that is clearly communicated ahead of time. Ensure that other aspects of classroom participation are relayed in advance and are administered with consistency and predictability. Random or inconsistent classroom participation expectations are more likely to cause students to experience hypervigilance or hypersensitivity, disrupting their readiness to learn.

Monitor seating arrangements and permit students to choose the seat that feels comfortable for them. If you can, arrange the seats in a U-shape so that no student has someone behind them.

Neurobiological dysregulation is common in students who have experienced trauma, are experiencing anxiety, or are grappling with intrusive flashbacks or memories. Educators can take breaks from instruction to conduct **mindfulness exercises, grounding techniques, or movement and rhythm breaks** to reduce neurobiological dysregulation.

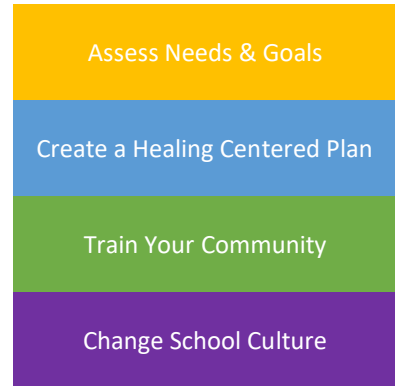
Educators can also address neurobiological dysregulation by creating space for students to step away from work, as needed, to **take a break and enjoy a simple activity**. This may involve an individualized mindfulness exercise or a brief activity involving tactile objects in the classroom.

Transformation teams should **examine the way their school engages with high-stakes testing** and consider how that testing may cause or exacerbate student trauma. Teams should work with school or district leadership to identify healing-centered changes to high-stakes testing practices. In the long-term, Transformation Teams may decide to collaborate across schools or districts to advocate for an end to high-stakes testing practices.

Transformation Teams should assess whether their school has a pattern of **passing along students who have not received adequate support** and are not ready to advance. If the Team identifies such a pattern, consider gaps in academic support that may be contributing to this problem and identify steps to address those gaps.

VI. Non-Academic Healing-Centered Strategies

A healing-centered approach also requires making changes to the school environment to ensure that students, parents/caregivers, and staff feel safe. When students and other community members feel safe and seen in their school environment, conflicts and safety incidents decrease, trust and community get stronger, and students are better able to engage with academic instruction. Changes to the school environment will impact school culture, discipline responses, the physical environment, the way policies and procedures are carried out, and how school staff build relationships with partners and community members. Adopting these changes is a process, and it is not feasible for any school to adopt all of these changes at once. Nevertheless, by building a long-term commitment to this work, schools can adopt many of these changes over the course of a few years.



As with any other part of the healing-centered transformation process, Transformation Teams should carefully consider these practices or programs to determine which are most responsive to the needs of the school community, school staff's level of understanding and commitment, priorities identified by the school community, and the Healing-Centered Principles. Some of these changes can be implemented quickly, while others require a long-term effort. Over time, we hope that all Bronx schools will adopt some or all of these healing-centered strategies.

NOTE ON SAFETY: *Many of these changes involve modifying or removing programs that schools have upheld for decades as security precautions, like suspensions and aspects of the Citywide Behavioral Expectations. Many of these practices preserve the physical safety of some students, while harming the physical safety of other students or the emotional and psychological safety of all students. Healing-centered practices aim to upend this pattern. Rather than reacting to physical safety incidents in a way that harms our community's emotional and psychological safety, healing-centered practices allow us to address the underlying issues that result in physical safety incidents. When schools address these underlying issues, they improve physical, psychological, and emotional safety by reducing the number of overall incidents. On top of that, schools can further promote psychological and emotional safety by removing practices and safety measures that make students and parents/caregivers feel criminalized, othered, or reluctant to trust school staff.*

Being Healing-Centered Means Being Anti-Racist

Healing centered schools must be actively anti-racist. This means that all school staff - educators, administrators, social workers, counselors, related services providers and support staff – must be actively anti-racist. 66 years after *Brown v. Board of Education*, the landmark Supreme Court decision that ruled school segregation unconstitutional, we have yet to achieve anything close to racial equity in education. This is evident in the way we fund our schools, the way we limit access to gifted and talented programs, the distribution of arts and sports programs, and the way we discipline students.³⁴ Staff, parents/caregivers, and students must work together to take intentional steps that dismantle the perpetual, systemic racism that exists within schools and that disrupt instances of discrimination and bias.

Each of us carry racist biases that we must confront with intention through introspection, reflection and action. We must practice vigilant self-awareness to understand ourselves and our reactions and responses in school and in the classroom.³⁵ Here are some questions that Transformation Teams, led by the anti-racism subcommittees discussed in Section IV, can use to approach this critical work:

- How does your power and privilege show up in your work with students, take up space, or silence others?
- What narratives are you telling yourself about students, and how do these narratives affect grading, behavior management, and other interactions?³⁶

School staff who are ill-equipped to recognize and name racism and discrimination are unable to confront their own internalized racism and are unable to respond to racist dynamics in their school communities. Healing-centered schools must take intentional steps to build staff capacity to understand and confront racism and the structures that uphold white supremacy. Transformation Teams, led by their anti-racism subcommittees, can promote capacity-building, provide intervention training, and model disruption of institutional racism on school-wide and individual levels through the following actions³⁷:

³⁴ García, L. E., *We Need to Be Disruptors Of Institutional Racism In Our Schools*. Lily's Blackboard, April 08, 2019. Retrieved June 17, 2020, from <http://lilysblackboard.org/2019/03/we-need-to-be-disruptors-of-institutional-racism-in-our-schools/>.

³⁵ Simmons, D., *How to Be an Antiracist Educator*. Education Update Newsletter, vol. 61 no. 10, October 2019. Retrieved June 17, 2020, from <http://www.ascd.org/publications/newsletters/education-update/oct19/vol61/num10/How-to-Be-an-Antiracist-Educator.aspx>.

³⁶ Id.

³⁷ This list is adapted from the following article: Ferlazzo, L., *Four Ways Schools Can Support Teachers to Become 'Actively Anti-Racist'*. Education Week - Classroom Q&A with Larry Ferlazzo, June 08, 2020. Retrieved June 17, 2020, from http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2020/06/four_ways_schools_can_support_teachers_to_become_actively_anti-racist.html.

- Seek out and uplift the voices of Black students and parents/caregivers and non-Black students and parents/caregivers of color in their school community.
- Partner with Black students and parents/caregivers and with non-Black students and parents/caregivers of color to examine and assess discriminatory systems, practices, and policies in school. Identify steps to confront those discriminatory structures. This does not mean placing the burden on students, parents/caregivers, or staff of color to lead efforts to dismantle discriminatory school systems. White allies must step up and provide support.
- Analyze, revise, and abolish practices and relationships, including relationships with government agencies, that harm or do not serve Black communities or non-Black communities of color.
- Create space, provide resources, and establish support networks to help staff engage in the internal work of becoming “critically consciousness, reflective practitioners equipped to shift mindsets.”

Anti-racism also means engaging in empathetic, culturally responsive, and healing-centered support when students respond to trauma or to social emotionally difficult situations with maladaptive behaviors. This is important for two reasons. First, staff should recognize that a student’s behavior may be rooted in valid feelings of pain or anger toward dynamics of racism or inequity occurring in the school community or other aspects of the student’s life. When that pain or anger manifests at school, staff should act as critical thinkers and empathic partners. By employing a healing-centered response, staff can radically reframe their understanding of these behaviors and respond in a way that nurtures students’ social emotional well-being.³⁸ Second, staff who take an intentionally anti-racist, culturally responsive, and healing-centered approach to maladaptive behavior may be less likely to respond to behavior in a racially disparate manner.³⁹ For example, a staff member who acts uncritically on racial biases may make disciplinary decisions based on the racist bias that Black girls are more angry, are more aggressive, and are to be treated like adults.⁴⁰ This staff member may issue a suspension for a Black girl who raises her voice, while later offering social emotional support to a white girl who raises her voice. Transformation Teams can also support an anti-racist response to behavior by incorporating anti-racist principles into staff mentorship networks, discipline processes, reviews of discipline decisions, and trainings, including trainings on trauma and behavior.

³⁸ Section VI. Non-Academic Healing-Centered Strategies: Changing the School’s Response to Behavior contains several strategies that can be used to employ a healing-centered response to maladaptive behaviors.

³⁹ Martin, J.L., Sharp-Grier, M., & Smith, J.B., *Alternate Realities: Racially Disparate Discipline in Classrooms and Schools and its Effects on Black and Brown Students*. Leadership and Research in Education: The Journal of the Ohio Council of Professors of Educational Administration (OCPEA), Vol 3, Issue 1, 2016. Retrieved June 17, 2020 from <https://files.eric.ed.gov/fulltext/EJ1125113.pdf>.

⁴⁰ Blake, J.J., & Epstein, R., *Listening to Black Women and Girls: Lived Experiences of Adulthood Bias*. The Georgetown Law Center on Poverty and Inequality, 2019. Retrieved June 17, 2020 from: <https://endadulthoodbias.org/wp-content/uploads/2019/05/Listening-to-Black-Women-and-Girls-v7.pdf>.

***TIP:** Transformation Teams in schools with significant and/or racially disparate discipline rates may implement a self-review or peer-review process for discipline decisions. For example, a staff member who issues a classroom removal may be prompted to revisit, analyze, and revise that decision with a peer. Revisit: What events, actions, thoughts, and feelings precipitated the decision to remove the student? Analyze: Why did I decide to remove the student? How was I feeling at the time? What assumptions was I making about the student or their behavior? Does this student make me uncomfortable? Would I respond to other students in a similar manner? Revise: How should I have handled this differently? What would a healing-centered and anti-racist response to this behavior look like? Have I invested energy in developing a positive relationship with this student?*

An anti-racist, healing-centered approach to education also involves meaningful involvement of students and parents/caregivers in anti-racism education and discussions. Students and parents/caregivers should be invited to participate in anti-racism and implicit bias workshops. In addition, Transformation Teams, led by their anti-racism subcommittees, can create opportunities for groups of students and, separately, groups of parents/caregivers to gather, discuss these ideas, and engage in open communication with the Transformation Team and school leadership about dynamics of racism and bias within the school community. These opportunities may include:

- Town Halls
- Movie or documentary watch parties
- Book discussions
- Restorative circles

Changing the School's Response to Behavior

One central principle of the healing-centered approach is the recognition that challenging or disruptive behavior comes not from willful choice, but from a student's social emotional state. Staff should respond to challenging behavior by proactively and compassionately exploring why the student is not ready to learn and by helping the student reach readiness. This concept aligns with the Healing-Centered Principle that "Social emotional well-being is a necessary ingredient for learning."

To promote student's well-being and readiness to learn, school staff must identify social emotional strategies, refocusing prompts, and crisis response techniques that help students regulate their emotions and return to a ready-to-learn state. A healing-centered response to behavior also means avoiding harmful discipline strategies, including those that remove

students from the classroom or school environment unnecessarily or for more than a few days. When schools achieve this goal and move toward a healing-centered framework, they reduce the number of incidents that disrupt learning and impact students' sense of safety.

Restorative Justice Practices

Restorative justice is “a theory of justice that emphasizes seeking to repair rather than to punish when there is harm.”⁴¹ According to the Dignity in Schools Campaign, a school-based restorative justice framework offers “a broad range of restorative justice approaches that proactively build school community based on cooperation, mutual understanding, [and] trust and respect.”⁴² Under this framework, schools “respond to conflict by including all people impacted by a conflict in finding solutions that restore relationships and repair the harm done.”⁴³ When implemented properly, restorative justice practices have been shown to reduce suspensions, expulsions, and disciplinary referrals.⁴⁴

Restorative justice is deeply aligned with healing-centered education. It aims to address the roots of student behavior, invites our communities to rethink the way we engage with harm, emphasizes strong relationships between school community members, and works to build genuine communities of learning. Through the hard work of community advocacy and with the support of educators and DOE leadership, many Bronx schools have already begun to adopt restorative justice practices. This is meaningful progress that brings Bronx schools closer to the goal of being healing-centered. However, the challenges that staff and students report experiencing with restorative justice demonstrate the importance of adopting an integrated, whole-school approach to healing. In this section, we discuss some of those challenges and recommend that Transformation Teams consider and implement best practices for restorative justice.

In our community sessions, some staff and students reported that their schools only employ restorative justice as a response to conflict. Their schools did not employ community-building restorative practices like culturally responsive circles or integration of restorative values in classroom learning. In addition, these community members reported that participation in restorative circles felt like going through the motions, and that the values and ideas presented in those circles did not line up with school culture. For example, one student said that he does not buy in to restorative circles because while he is expected to correct the harm he has caused, school staff are not held to the same standard when they inflict harm upon students. Another student reported that she does not buy in to restorative circles because

⁴¹ *A Model Code on Education and Dignity: Presenting a Human Rights Framework for Schools*. Dignity in Schools Campaign 2019, PDF File p. 77. Retrieved June 17, 2020 from: https://dignityinschools.org/toolkit_resources/full-version-of-model-code-on-education-and-dignity/?toolkits=model-code.

⁴² Id.

⁴³ Id.

⁴⁴ *Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools, A Guide for Educators*. Schott Foundation, March 2014. PDF File p. 3. Retrieved June 17, 2020 from: <http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf>.

they are centered around healing the community, but her school does not have a strong sense of community. Other students report that restorative practices feel meaningless when the outcome – suspension – often stays the same.

These examples illustrate how important it is to infuse restorative practice and healing-centered values throughout the entire school. When healing-centered practices are implemented in isolated initiatives, those initiatives struggle to succeed as they fight against a school culture not yet centered on healing. Instead, the Healing-Centered Schools Working Group recommends adopting restorative justice practices with fidelity as part of a healing-centered transformation. We recommend using the following strategies from Dignity in Schools' Model Code on Education and Dignity (DSC Model Code) to ensure that restorative justice practices are implemented effectively and in a manner consistent with the Healing-Centered Principles.

The DSC Model Code recommends that schools and school districts provide **resources, training, and technical assistance** to support the implementation of restorative justice practices. In line with these recommendations, Transformation Teams focused on restorative justice should collaborate with other teams across their district, with their Superintendent, and with the Executive Superintendent to secure the following resources and changes.⁴⁵

- Transformation Teams should collaborate to adopt a district-wide restorative philosophy and strategy for integrating restorative justice practices into academic and non-academic aspects of the school environment, including responses to behavior.
- Transformation Teams should collaborate across district or borough to develop a centralized School Climate and Culture Committee. This Committee, comprised of individuals engaged in restorative justice practice, can facilitate ongoing training, technical assistance, program assessment, and exchange of ideas and practices.
- Transformation Teams should advocate for the Superintendent or Executive Superintendent to fund a Restorative Coordinator position within their school. This Coordinator will facilitate development and implementation of restorative practices. This Coordinator should work closely with the Transformation Team's anti-racism subcommittee to ensure that restorative justice practices are implemented with an anti-racist framework.

The DSC Model Code advises schools to establish a School Climate and Culture Leadership Team to **develop and implement a plan to integrate restorative justice practices** throughout school policies and culture. Under the healing-centered schools framework, Transformation Teams will already be engaged in this work. In line with DSC Model Code recommendations, Transformation Teams should take the following steps to integrate

⁴⁵ *A Model Code on Education and Dignity*. Dignity in Schools Campaign 2019, PDF File p. 77.

restorative justice practices school-wide:⁴⁶

- Gather input from staff, students, parents/caregivers, and other members of the school community. Use that input to develop a plan for restorative justice training, technical assistance, policy changes, and practices.
- On a quarterly basis, assess implementation and impact on school culture, discipline, and psychological, emotional, and physical safety. Report on this impact.
- Consider ways that the Transformation Team or wider school community can engage with the wider community to build broader support for restorative justice practices.

In line with a healing-centered approach to education, the DSC Model Code recommends that schools take intentional steps to **develop a positive school climate**. Schools can create this climate by integrating “classroom-level practices, staff-focused processes, and school-wide Restorative Justice Practices that build community, strengthen relationships, promote inclusiveness, enhance communication and promote culturally affirming social and emotional learning.”⁴⁷ Transformation Teams can integrate restorative justice values throughout the school environment by taking the following steps:⁴⁸

- Explore and implement universal precautions listed in Section V. Academic Healing-Centered Strategies and Section VI. Non-Academic Healing-Centered Strategies.
- Support instructional staff in implementing restorative circles as a teaching-method. Classroom-based circles can help “build relationships, set academic goals, foster culturally affirming social and emotional learning, explore the curriculum and set classroom norms for behavior.” Staff may use Check-In circles each morning to create space for students to engage in social emotional reflection or may use Discussion Circles to explore a topic of study in greater depth.

As a central tenet of restorative justice practice, the DSC Model Code recommends that schools **respond to harm or conflict by using a continuum of practices that are restorative, not punitive**. Under this continuum, all school community members who are impacted by a behavior should discuss the harm, its root causes, and its impacts and should come to collective agreements about how the harm will be addressed. Where appropriate, students or staff who inflicted the harm may participate in a restorative process “to hear from all stakeholders and determine actions that meet restorative practice principles.” Students should have opportunities to lead circles and other practices. The following restorative justice practices may

⁴⁶ Id. at p. 78.

⁴⁷ Id.

⁴⁸ Id.

be used as part of this continuum.⁴⁹

- **Restorative Circles** provide an opportunity for participants, guided by one or more circle keepers, to take turns speaking on a topic. There are many different kinds of circles.
 - **Responsive Circles or Discipline Circles** are used to address and repair harm. These circles may be used to address harm inflicted by a student upon another student, harm inflicted by a student upon a staff member, or harm inflicted by a staff member upon a student.
 - **Classroom or Staff Circles** can be used to build community, establish norms, and check in about well-being, problem-solving, or decision-making.
 - **Intensive Support Circles** support struggling members of the school community by surrounding them with other school community members to form “a web of support characterized by strong relationships and shared responsibility.”
 - **Reintegration Circles** provide affirmation, belonging, and support to school community members who are returning to school after being excluded because of suspension, arrest, incarceration, illness, or similar circumstances.
 - **Culturally affirming social and emotional learning circles** create opportunities for role-play and development of positive behavioral strategies.
- **Restorative Conferencing or Community Conferencing** is used as an alternative to exclusionary forms of discipline and is based on the idea that students should only be excluded from their classroom when doing so is absolutely necessary to protect the safety of the school community. In a Restorative Conference, a facilitator individually prepares each person affected by a harm and then brings them together to share what occurred, how they were each affected, and what they feel is needed to repair that harm and prevent future harm.
- **Fairness Committees** are committees of students and staff who are trained in restorative justice practices. They work with school community members who have violated community norms to develop collective agreements.
- **Impact Panels** are forums where school community members who were harmed by an incident can discuss that harm before the community in a non-judgmental and non-blaming manner. These panels educate other community members about the impact of harm.

⁴⁹ For more information on this continuum or any of the practices listed, please refer to *A Model Code on Education and Dignity*. Dignity in Schools Campaign 2019, PDF File pp. 78-80.

- **Restorative Mediation** allows community members who have been harmed to meet with the community member who caused the harm in a “safe and structured setting” so that they can “engage in a mediated discussion” facilitated by a trained mediator.

Some Bronx schools have not yet begun to adopt the restorative justice practices outlined above. For those schools, the healing-centered transformation is an opportunity to approach restorative justice in a holistic, thoughtful way that considers wider school culture. Fully integrating these values into school culture can help reduce conflict, build a stronger sense of community, and ensure that students are ready to learn.

As discussed above, many other schools are already engaged in the difficult and important work of implementing restorative justice. For those schools, the healing-centered transformation provides an opportunity to step back, assess any obstacles that may be preventing the success of restorative justice programs, and increase the likelihood that those programs will succeed by integrating them into a whole school culture shift. By doing so, schools can also expect to see a reduction in the number of incidents that necessitate a behavioral response.

Alternatives to Suspension

As the example in the previous section shows, many students feel that restorative justice programs lack authenticity when they are carried out alongside traditional suspensions and other punitive responses. Students in our community discussions reported that suspensions and other punitive responses make them feel unwanted, pushed out of school, alienated and dehumanized. In addition, traditional responses fail to address the underlying causes of student conflict and challenging student behavior. When we do not address those root causes, we do nothing to challenge the conditions that make students feel physically, psychologically, and emotionally unsafe. In contrast, a healing-centered framework addresses the problems posed by traditional approaches.

A healing-centered framework for addressing behavior gets to the root causes of student conflict and challenging student behavior, responds to those causes with compassion, and reduces the number of school-based incidents in the long-term by bolstering students’ sense of physical, psychological, and emotional safety while at school. As schools transition to the healing-centered framework, they will also build trust and a strong sense of community with students and parents/caregivers – key ingredients for reducing student conflict and challenging student behavior. In short, a healing-centered framework is one in which discipline is redefined as instruction that corrects behavior, molds character, and helps students develop self-control.

The Healing-Centered Schools Working Group strongly recommends that schools use **alternatives to classroom removal or suspension** as often as possible. The DOE has taken great strides to encourage the use of these strategies by updating the Citywide Behavioral

Expectations to Support Student Learning. In updates to the Citywide Behavioral Expectations issued in September 2019, the DOE added the following language:

“When a student engages in misconduct, supports are provided to address the student’s inappropriate behavior and/or underlying needs, in conjunction with a disciplinary response, if appropriate. The goal is to foster social emotional growth and pro-social behavior and prevent future misbehavior” (emphasis added).⁵⁰

Throughout the Citywide Behavioral Expectations, school leadership and staff can find recommended supports and interventions for each level of infraction. Each list of supports and interventions is preceded by the reminder that “Student supports and interventions may be used in lieu of or in tandem with disciplinary responses” (emphasis added).⁵¹ The Healing-Centered Schools Working Group strongly urges Transformation Teams to review their schools’ use of supports and interventions and implement changes to promote their use.

The Healing-Centered Schools Working Group also strongly urges Bronx schools to adopt **suspension diversion programs**. When students engage in challenging or disruptive behavior, they are often responding to a difficult situation with the strategies that they feel most comfortable using. They may employ a coping strategy that protects them in other difficult or traumatic settings but that is inappropriate in the school environment. Punitive responses will not correct this behavior. Instead, schools should help students build their emotional awareness, social emotional skills, and toolbox of coping strategies.

Under a healing-centered approach to discipline, students who would receive a suspension under the current system should be offered the opportunity to opt-in to a diversion program that (1) connects them with long-term mental, emotional, and behavioral health resources and (2) allows them to return to school quickly after receiving short-term social emotional education related to the behavior that triggered the suspension.

To view a successful model of this program, we recommend that Transformation Teams look to the diversion program put in place by the **Schenectady City Schools District**.⁵² Under that program, parents/caregivers who are notified of a superintendent suspension receive a separate call from a guidance counselor offering participation in the diversion program. Students must plead no contest to participate. Families who agree to participate are matched with a team of school staff and mental health professionals that meet with the family. During that meeting, the team discusses any underlying mental or behavioral health challenges, screens the student for mental health needs, and connects the family to long-term, community-based treatment or support options. In addition, the team pairs the student with a short-term,

⁵⁰ *Citywide Behavioral Expectations to Support Student Learning Grades 6-12*. NYC Department of Education, September 2019, PDF File, p. 13. Retrieved June 17, 2020 from: <https://www.schools.nyc.gov/docs/default-source/default-document-library/discipline-code-grade-6-12-english>.

⁵¹ *Id.* at p. 3.

⁵² Matson, Z., *More Schenectady Families Opt for Diversion Over Suspension*. Daily Gazette, December 29, 2017. Retrieved June 17, 2020, from <https://dailygazette.com/article/2018/01/01/more-schenectady-families-opt-for-diversion-over-suspension>.

evidence-based treatment that is directly responsive to the incident for which the student was suspended. The student may, for example, be asked to complete a three day aggression replacement training. The student is permitted to return to school immediately after completing the short-term treatment. SCSD's diversion program has produced meaningful outcomes for students' well-being, academic engagement, and the school community:⁵³

- 75% of families elect to participate in the diversion program.
- SCSD has seen a decrease in missed instructional time due to suspension.
- Students are 13% less likely to engage in violence after completing the program.
- 25% of students who select the traditional suspension process drop out of school, but less than 2% of students who complete the diversion program drop out.
- SCSD has seen improved relationships with parents/caregivers since implementing the program.

A healing-centered response to behavior is one that takes a strengths-based approach and does not define students by their challenging behavior. To model these principles, we recommend that Transformation Teams incorporate expungement processes into diversion programs. Students' no contest plea should be removed from their disciplinary record upon successful completion of the diversion program.

Student and parent/caregiver trust is essential to the success of a diversion program. We recommend that Transformation Teams design their programs to build that trust by taking two lessons from SCSD's program. First, a staff member unrelated to the suspension process should contact the parent/caregiver to offer participation in the diversion program. This may be a guidance counselor or parent coordinator. Second, the diversion team should meet with the family in a setting that is comfortable for the student and parent/caregiver. This may mean meeting in a neutral setting, like a park, or going to the family's home if they are comfortable.

The Transformation Team should also consider trust and healing-centered principles when selecting partners for the diversion program. Students and parents/caregivers may share difficult experiences during diversion assessment. This can provide staff with the information they need to effectively identify supports for the family. In order for families to feel comfortable sharing this information, they must feel that their privacy and confidentiality are safe. Families are less likely to engage meaningfully, or at all, if the program feels like surveillance or law enforcement. To that end, the Healing-Centered Working Group strongly advises against partnering with the Administration for Children's Services, the New York City Police Department, or the School Safety Division when carrying out these programs. Staff

⁵³ Healing-Centered Schools Working Group Visit to Schenectady City School District (November 2019) (notes on file with Working Group).

participants should also advise families of their mandatory reporter obligations and be transparent about what those obligations require.

A diversion program is a significant lift and one that will set a powerful example for schools around the City. The Executive Superintendent, Superintendents, and Principals can advance this effort by collaborating to develop a Bronx-wide diversion program. They can also exercise their leadership and support for healing-centered principles to advocate for a citywide suspension diversion program that reflects these principles.

[Citywide Behavioral Expectations to Support Student Learning](#)

The Citywide Behavioral Expectations provide the language that schools use to respond to challenging or disruptive behavior. In 2019, the DOE made significant strides toward equity by updating the Behavioral Expectations to include more interventions and supports and language that promotes racial, cultural, and gender equity.⁵⁴ However, much of the language in the Behavioral Expectations continues to reflect a punitive, not positive, approach to discipline. This approach and the surrounding language contradict and undermine healing-centered principles. The punitive approach also fails to address the root causes of student conflict and challenging student behavior, all but guaranteeing that those problems will persist in the long-term.

We recommend that districts and schools adopt their own Bronx Behavioral Expectations. These Bronx Behavioral Expectations should be presented in a student- and parent/caregiver-facing document that complies with the Citywide Behavioral Expectations but is healing-centered and uses supportive, compassionate, and socially and emotionally aware language. A healing-centered approach to Bronx Behavioral Expectations will acknowledge and address the root causes of student conflict and behavior, will promote students' sense of safety, and will therefore reduce school-based incidents in the long-term. Development of this document is a great opportunity for Principals and Superintendents to collaborate. Specific changes may include:

- Removing language that may be found in the penal code or is reminiscent of criminal justice language.⁵⁵
- Reviewing infractions to determine which are enforced in a manner that is racially disproportionate within schools, districts, or the Bronx as a whole. Consider what changes the Transformation Team can recommend to correct for disproportionality within the constraints imposed by the Citywide Behavioral Expectations.

⁵⁴ "Citywide Behavioral Expectations." *Schools.nyc.gov*, NYC Department of Education, www.schools.nyc.gov/docs/default-source/default-document-library/discipline-code-grade-6-12-english, p. 20.

⁵⁵ See e.g., *2019-2020 Student Code of Conduct*. Schenectady City School District, 2019. Retrieved June 17, 2020, from http://www.schenectady.k12.ny.us/departments/safety_security/2019-2020_student_code_of_conduct.

- Including Healing-Centered Principles throughout the Bronx Behavioral Expectations. The Schenectady City School District’s Code of Conduct opens with information about positive behavioral response and trauma sensitivity.⁵⁶ Schenectady’s Code specifies that suspensions are a last resort that should only be used for safety reasons, and recommends frequent use of restorative practices and therapeutic strategies.⁵⁷ Finally, Schenectady’s Code includes an infographic about the school-to-prison pipeline and offers strategies for “Rerouting the Pipeline.”⁵⁸ We recommend that Transformation Teams look to the Schenectady Code of Conduct when considering changes they can make to the way they use the Citywide Behavioral Expectations.
- Taking affirmative steps to ensure that staff, students, and parents/caregivers have a shared, consistent understanding of the Bronx Behavioral Expectations. Consistent expectations will promote a sense of school community, reduce misunderstandings, and provide everyone a stronger opportunity to uphold community values.

The Healing-Centered Schools Working Group recognizes that healing-centered Bronx Behavioral Expectations may be challenging to implement when Citywide Behavioral Expectations have not changed. To that end, we recommend that Transformation Teams, Principals, Superintendents, and the Executive Superintendent collaborate to advocate for updated, healing-centered Citywide Behavioral Expectations in the long-term. As Bronx schools make the transition to a healing-centered approach, they will gain firsthand knowledge of the ways that healing-centered discipline promotes students’ physical, psychological, and emotional safety and reduces the number of school-based incidents. Bronx leaders can draw upon this experience and the positive outcomes it yields to advocate for citywide changes that promote healing-centered responses to behavior. For example, the Healing-Centered Schools Working Group recommends that Bronx leaders consider potential models for expungement of student disciplinary records and advocate for a model consistent with healing-centered values. Expungement models the healing-centered concept that students are not defined by their challenging behaviors.

[Healing-Centered Strategies for Responding to Behavior](#)

A healing-centered educational framework also takes a compassionate, proactive approach to behavior that interrupts academic engagement. Students with past trauma may become disengaged from learning when they are in a hypervigilant state or a social emotional state that does not leave them ready to learn. When students lack the appropriate coping mechanisms to manage these states, their disengagement may translate into behavior that disrupts their own learning and the learning of those around them.

⁵⁶ Id.

⁵⁷ Id.

⁵⁸ Id.

A reactive educator response to behavior is one that views student disengagement as willful defiance or a lack of compliance. In contrast, a healing-centered response attempts to understand the student’s social emotional state, provide the student with the tools to access their ready-to-learn state, and help the student return to positive engagement. The following healing-centered strategies for responding to behavior can equip school staff to support students with compassion. Each of these strategies can be adopted without cost to the school. We recommend that Transformation Teams explore trainings, materials, or other educational methods to help all school staff learn and practice these skills.

- Ask the following questions to help **investigate and identify** responses to difficult behavior:
 1. How might the behavior represent an effective coping strategy in other settings?
 2. What are the aspects of the current context that may be triggering and escalating the behavior?
 3. What function does the behavior serve in the current context?
 4. How can the current context be changed to extinguish the behavior?
 5. What can I do to teach adaptive replacement behaviors and effective coping strategies?⁵⁹
- Use an **academic error response** when responding to challenging behaviors:⁶⁰
 1. Implement a correctional procedure and provide the student with opportunities to practice the expected behavior.
 2. Teach the expected behavior with verbal descriptions, examples, role play, or behavioral reversal and offer reminders.
 3. Model expected behaviors.
 4. Monitor expected behaviors and reward them when they appear.

COMMON CLASSROOM TRIGGERS:

- *Yelling, arguments, or fighting*
- *People who remind the student of someone connected to their trauma*
- *A particular time of year*
- *Smells related to trauma*
- *Music and sounds connected with trauma*
- *Physical touch*
- *Isolating the student from their peers*
- *Rest time*
- *Safety drills*
- *Assignments that involve requests for family information*
- *Reading materials about certain topics*
- *Activities that are overstimulating and push the student beyond their ability to cope*
- *Situations that cause feelings of fear, anxiety, or shame*
- *“Teacher voice” and crossed arms, stern brows, and angry frowns.*

⁵⁹ *Understanding Trauma and Trauma Responsive Educational Practices*. Trauma Responsive Educational Practices.

⁶⁰ *Id.*

HELP STUDENTS IDENTIFY TRIGGERS WHEN THEY OCCUR:

- *Observe and investigate*
- *Explore with the student how they perceived the situation*
- *Discuss the student's emotions*
- *Connect the dots between triggers and behaviors*
- *Come up with a plan for next time*
- *Talk about the signs that a trigger is happening*
- *Check in when triggers occur*

5. When challenging behavior is persistent, take a different teaching approach, provide more practice and review, and give information about the error and the context in which it occurred.

- **Assess your own emotions** before and after responding to difficult behavior. Take a deep breath and assess your social emotional state before responding. Afterwards, revisit, analyze, and revise your response with a peer staff member.⁶¹ If you find you are frequently responding to student behavior in a manner that is inconsistent with the Healing-Centered Principles, explore ways that you can cultivate staff wellness on an individual and school-wide level.⁶²

- Be cognizant of potential **classroom triggers**.⁶³
- Help students **identify triggers** when they occur.⁶⁴
- Provide appropriate levels of **predictability and control**. Provide choices whenever possible. This develops a sense of trust and helps the student practice making good choices.
- Use **non-verbal gestures, visual references, and brief verbal cues** to redirect behavior. When possible, provide redirection on a one-on-one basis, instead of in front of peers. Avoid extensive or lengthy verbal redirection.
- Build **structure, predictability, and routine** throughout the school day.
- Provide frequent, but brief, **positive attention**. Be strategic with praise. Longer periods of attention, even if positive, can overwhelm hypervigilant students or cause students with relational difficulties to feel distrustful. Over-frequent or indiscriminate praise may be viewed as an attempt at manipulation.⁶⁵

⁶¹ For additional details on the Revisit, Analyze, and Revise approach, refer to the Section VI subsection entitled, "Being Healing-Centered Means Being Anti-Racist."

⁶² For ideas, refer to the Section VI subsection entitled, "Staff Wellness."

⁶³ *Understanding Trauma and Trauma Responsive Educational Practices*. Trauma Responsive Educational Practices.

⁶⁴ Id.

⁶⁵ Id.

- Employ strengths-based **positive reinforcement** to promote the cultivation of adaptive coping strategies.
- These strategies, along with positive relationship building, are particularly effective preventive strategies for students who frequently become dysregulated and display aggressive behaviors in response to perceived threats to their safety or social emotional well-being.

Schools that implement behavioral support strategies see positive results. When one school built educators’ capacities to recognize the signs and symptoms of traumatic stress and respond with appropriate developmental supports, they saw significant reductions in trauma symptoms, aggressive incidents, and out-of-school suspensions.⁶⁶

Changing the Physical School Environment

A school’s physical environment impacts student, parent/caregiver, and staff’s sense of physical, psychological, and emotional safety. Transformation Teams should evaluate the physical environment and consider how it can be altered to promote safety, a sense of community, and alignment with healing-centered principles. Students, parents/caregivers, and staff should be given the opportunity to provide feedback during this process.

Transformation Teams may choose to adopt **warmer lighting** throughout the school building. Research shows that cold, harsh lighting can result in a sanitized, institutional atmosphere that disrupts feelings of comfort and safety.⁶⁷ Teams should assess whether any **smells** throughout the building are disrupting the desired environment. Teams should consider whether any **outstanding repairs** or damages in the school building are contributing to students feeling physically, psychologically, or emotionally unsafe.⁶⁸

***TIP:** Falls-Hamilton Elementary adapted warmer lighting, calmer colors, and positive smells like essential oil diffusers in the school building to help students feel more welcome and comfortable.*

Transformation Teams should also assess the **morning arrival process**. A healing-centered school is one in which students and staff feel like valued members of the community

⁶⁶ Dorado, J. S., Martinez, M., McArthur, L. E., & Leibovitz, T., *Healthy Environments and Response to Trauma in Schools (HEARTS): A whole-school, multi-level, prevention and intervention program for creating trauma-informed, safe and supportive schools*. School Mental Health: A Multidisciplinary Research and Practice Journal, vol. 8(1), p. 163–176. 2016.

⁶⁷ Koury & Green, *Trauma-Informed Organizational Change Manual*. p. 22.

⁶⁸ Edutopia. *Falls-Hamilton Elementary: Transitioning to Trauma-Informed Practices to Support Learning*. Youtube, uploaded by Edutopia, 15 Feb. 2018. Retrieved June 17, 2020, from: <https://youtu.be/iydalwamBtg>.

when they arrive each day. A welcoming arrival sets a positive tone for the day and supports students with trauma who struggle with the transition to school each morning. This can result in fewer school-based incidents throughout the day. Schools can create a welcoming, healing-centered start to the day by inviting different members of the school staff, including non-instructional staff, to participate in morning greetings. Provide an **individualized greeting** to each student as they enter the building. This builds positive connections between staff, students, and parents/caregivers and helps students feel like valued members of their school community.

Transformation Teams should reconsider aspects of the morning arrival process that threaten students and parents/caregivers' sense of physical, psychological, and emotional safety. Schools with **metal detectors** must carefully consider the ways that metal detectors infringe upon students' psychological and emotional safety. Students, educators, and community members report that scanning, searches, aggressive behavior from School Safety Agents (SSAs) who conduct scans, and arbitrary confiscation of everyday items make students feel unsafe, criminalized, humiliated, and demeaned.⁶⁹ Transformation Teams must consider the racially disparate manner in which DOE metal detectors are used, how those disparities perpetuate racist stereotypes that Black and Latinx students are dangerous, and how the presence of metal detectors builds racist stereotypes into school culture.⁷⁰ Transformation Teams must also consider whether entry through metal detectors contributes to student tardiness or school avoidance. These negative impacts undermine the supportive environment that a healing-centered approach attempts to create, detract from time that could be spent in class and with peers, and contribute to hyperactive social emotional states that can result in disengagement, conflict, and dysregulated student behavior.

The YA-YA Network, a youth-led organization that advocates against harmful scanning practices, recommends that Transformation Teams assess the harm of metal detectors by analyzing their impact on tardiness, missed instructional time, rates of suspension and

⁶⁹ Chancellor's Regulation A-432 on *Search and Seizure* sets the standards and procedures for scanning, search, and seizure, and empowers School Safety Agents to confiscate contraband. The regulation does not, however, define contraband. New York City Department of Education, <https://www.schools.nyc.gov/docs/default-source/default-document-library/a-432-english>.

In the absence of a definition, students and community members report that School Safety Agents have arbitrarily confiscated water bottles, house keys, and hair clips and have asked Black girls to remove wig caps and bonnets. A survey conducted by Partners for Dignity & Rights and Teachers Unite found that over 50% of DOE educators feel that metal detectors "rarely" or "never" make students feel safe. In schools with permanent metal detectors, more than 90% of educators reported that School Safety Agents disrespect students during the scanning process. *Teachers Talk: School Culture, Safety and Human Rights*, National Economic and Social Rights Initiative (NESRI) Fall 2008. PDF File, pp. 24-25. Retrieved June 17, 2020, from <https://dignityinschools.org/resources/teachers-talk-school-culture-safety-and-human-rights-3/>.

⁷⁰ In 2016, WNYC found that "black and Latino high school students were nearly three times more likely to attend a scanning school than white high school students." Aaron, K., & Ye, J., *Racial Disparity in Discipline Persists While Suspensions Drop in New York City Schools*. WNYC: New York Public Radio, July 21, 2016. Retrieved June 17, 2020, from <https://www.wnyc.org/story/school-arrests-student-suspensions-race-new-york/>.

discipline, graduation rates, and college readiness rates.⁷¹ This data, along with the harmful outcomes outlined above, may compel the Transformation Team to adopt a Healing-Centered Plan that includes removing metal detectors.⁷² Removing metal detectors and making other healing-centered changes will boost students' sense of safety and decrease the frequency of school-based incidents – reducing the need for metal detectors in the first place.⁷³

If Transformation Teams are unable to remove metal detectors from their school building, the Healing Centered Schools Working Group recommends that school and district leadership take steps to reduce harmful scanning practices. Superintendents and the Executive Superintendent can advocate for updates to Chancellor's Regulation A-432 that enumerate student rights in the scanning process, create greater school control over the scanning process, increase transparency around scanning data, and include accountability mechanisms for SSAs that conduct scanning in an aggressive, demeaning, or arbitrary manner.⁷⁴

Transformation Teams should also assess the **accessibility** of the school building. Teams should assess whether the space is physically accessible to all students and make changes that improve accessibility. Teams should also assess the school building to identify spaces, like the lunchroom, that may be particularly harmful for students who become over-stimulated when exposed to crowds or loud noises. Once Teams have identified these spaces, they can work to create calming spaces and soft rooms that students can visit if they are beginning to feel over-stimulated. Creating accessible spaces is essential to creating a school where all students feel valued and safe.

Not all changes to a school's physical environment require significant cost or administrative approval. Simple, but effective changes may include:

- Update school hallways to feature **artwork by students** and **bulletin boards that are culturally responsive**, reflect healing-centered principles, and cultivate a sense of community.
- Examining the **signage** in your school. Does it use harsh, punitive, or deficit-based language? If so, consider low-cost updates to signs.

⁷¹ See, *Report: Safety with Dignity: Alternatives to the Over-Policing of Schools*. NYCLU July 2009, PDF File, p. 44. Retrieved June 17, 2020, from <https://www.nyclu.org/en/publications/report-safety-dignity-alternatives-over-policing-schools-2009>.

⁷² Under current policy, the Principal can do this by requesting a change in metal detector or scanning designation from the School Safety Division. If that process is still in place when a school begins its healing-centered journey, the Transformation Team should address this process in its Healing-Centered Plan. See, *Scanning in NYCDOE Schools*. New York City Department of Education, July 2016, PDF File p. 5. Retrieved June 17, 2020, from <https://www.schools.nyc.gov/school-life/safe-schools/school-safety>.

⁷³ See, *Report: Safety with Dignity*. NYCLU, p. 43.

⁷⁴ For additional recommendations, please see the YA-YA Network's January 22, 2020 Public Comment to the NYC DOE Panel for Educational Policy, "Comments urging the New York City Department of Education to amend Chancellor's Regulation A-432 (Search and Seizure)" (on file with Working Group).

- Developing **calming corners** and art and meditation spaces in classrooms, lunchrooms, and other school spaces. These can include art supplies, simple musical instruments, pillows, objects to assist with grounding exercises, and tools for meditation.
- Assessing the **lunchroom**'s layout, student entry, food distribution process, and student exit to determine if changes need to be made to improve students' sense of safety and community. Invite school staff, including non-instructional staff, to join student tables to promote positive relationship building between students and staff.⁷⁵

***TIP:** At the Lincoln school, staff realized that changes were helping students feel calmer at the beginning of the day, but outbursts and bullying were persistent in the lunchroom. Staff used TLPI's Flexible Framework to assess the problem, and realized that students were being rushed to eat in a short period of time and that lunchroom staff were over-worked and, as a result, were likely to respond to behavior punitively. These realizations gave them the information they needed to correct the problem.*

Uplifting Student Voice

Schools can model trust, transparency, and a commitment to community by uplifting student leadership and agency. Schools should facilitate and support the creation of student groups that reflect student needs and build community among students. These groups should be given a meaningful role in decisions about school programs, policies, and healing-centered practices. Student groups and Transformation Teams can collaborate with the DOE's Student Voice Manager to explore strategies for uplifting student voice and centering students in decision-making.⁷⁶ On a district or borough-wide level, student groups and Transformation Teams can collaborate with one another and with the Student Voice Manager to develop healing-centered practices for centering student voice. Below are two examples of schools that have cultivated a greater sense of school community by uplifting student voice:

- Students at the Schenectady City School District play a significant role in healing-centered programs. Students at Schenectady High School lead restorative circles on a weekly basis. Student leaders select restorative circle topics of interest to the student body such as police brutality, microaggressions, and immigration justice. These conversations help the school community grow in their understanding of equity and

⁷⁵ *Creating and Advocating for Trauma-Sensitive Schools*. Harvard TLPI, p. 79.

⁷⁶ The DOE Student Voice Manager can be reached at studentvoice@schools.nyc.gov. See, Swaak, T., *In Response to a Surge in Youth Activism, NYC Schools Hires Its First Student Voice Manager Who Says She'll Bring Kids Closer to the Decision Making*, The 74, September 29, 2019. Retrieved on June 17, 2020, from <https://www.the74million.org/article/in-response-to-a-surge-in-youth-activism-nyc-schools-hires-its-first-student-voice-manager-who-says-shell-bring-kids-closer-to-the-decision-making/>.

healing. Students in Schenectady's Teen Advocacy Group represent Schenectady's students in conversation with school and local leadership.⁷⁷ Students meet regularly with local leaders to discuss issues impacting young people and provide training and education to adult leaders. They also collaborate with similar groups in surrounding communities to advance regional change.

- One elementary school in the Bronx took significant strides to uplift student voice. School leadership created a student council that was empowered to meet with school leadership each week and present recommendations on behalf of all students. When the students suggested morning Town Halls, school leadership adopted them. These morning events brought students and staff together and helped strengthen school culture.

Using a similar approach, Transformation Teams should uplift parent/caregiver voice by engaging with parent associations and considering how their recommendations can advance healing-centered principles.

Staff Wellness

A healing-centered school is one in which staff safety and well-being is valued and protected. When staff do not have the support or strategies to advance their own social emotional wellness, they are less equipped to support students' social emotional wellness. Worse, when schools prioritize student safety but disregard staff safety, or vice versa, they build a healing-centered approach that lacks consistency and authenticity. An inconsistent and inauthentic approach will struggle to succeed until the safety of all school community members is addressed.

When identifying strategies for promoting staff wellness, the Transformation Team can consider the following ideas:

- School leadership can adopt **check-ins** at the beginning of each staff meeting. These check-ins can start simple as staff develop comfort with the concept. They may, for example, involve asking staff to select one word or emotion that describes how they feel that day. Over time, these check-ins can evolve into brief descriptions of each staff member's well-being and needs that day. Small group check-ins can also be held outside of staff meetings.
- Transformation Teams can develop a plan to promote wellness culture and work-life balance among staff. Falls-Hamilton Elementary School adopted a practice called "**tap in, tap out**" that allows teachers to step out and collect themselves if they became

⁷⁷ Matson, Z., *Teen Advocacy Group Makes Strides at Schenectady High School*. The Daily Gazette, Nov. 9, 2019. Retrieved on June 17, 2020, from: <https://dailygazette.com/article/2019/11/09/teen-advocacy-group-makes-strides-at-schenectady-high-school>.

overwhelmed or simply needed a brief break.⁷⁸ Teachers can simply text another staff member that they need to “tap out,” and the other staff member will “tap in” to supervise that teacher’s students for 3-5 minutes. This arrangement can be done with partners or small groups. Paraprofessionals at P.S. 531 Archer Elementary School in the Bronx utilize a strategy like this one to provide each other with peer support and to ensure that students experiencing emotional distress are supported by an adult who is emotionally and mentally prepared to support them.

- Transformation Teams can establish and develop infrastructure for **educator-to-educator conversations** and **peer mentorship opportunities** for all staff. These conversations will bolster staff’s sense of safety and support in the workplace and will help them practice social emotional well-being. This type of peer support can aid staff members in considering an alternative perspective when reflecting on a student’s behavior. They can also increase staff members’ self-awareness regarding the impact that their reaction to behavior may have on students and student behavior.
- Self-care and wellness strategies can be difficult to cultivate and practice. Transformation Teams can create **wellness accountability groups** to help staff support one another’s self-care efforts.
- By implementing a strategy like **monthly wellness groups**, educators can create opportunities to support each other, increase their individual self-awareness and increase their ability to self-manage. In response to teachers reporting that they were feeling overwhelmed and burned out, a School Counselor at P.S. 691 Bronx Little School implemented weekly Restorative Circles for staff. This strategy provided staff members with peer support and the opportunity to express themselves without fear of negative consequences.
- Transformation Teams can host trainings for staff about cultivating **compassion satisfaction** and **vicarious post-traumatic growth**. Compassion satisfaction is a sense of personal efficacy that staff derive from doing difficult work well. Vicarious post-traumatic growth occurs when staff work with students who have been exposed to trauma, are able to work effectively with those students, and consequently develop greater insight, compassion, interpersonal skills, and a stronger sense of purpose and self-perception. Healing-centered schools promote compassion satisfaction and vicarious post-traumatic growth by giving staff the tools they need to serve students with compassion and efficacy.

⁷⁸ Id.; Edutopia. *Tap-In/Tap-Out: Giving Teachers Time to Recharge*. Youtube, uploaded by Edutopia, Feb. 5, 2018. Retrieved on June 17, 2020, from <https://youtu.be/qPtsP7pBobI>.

- The Schenectady City School District created **reading groups** for their staff.⁷⁹ In one reading group, staff read and discussed materials about trauma and trauma-sensitivity. In another group, staff read and discussed materials about racial equity including *White Fragility* by Robin DiAngelo and *The 1619 Project*.⁸⁰ These reading groups helped staff connect with one another, promote each other's growth, and develop a stronger staff community.
- Transformation Teams may recommend that their schools adopt a **clinical support model** for staff. Under a clinical support model, staff would be paired with lateral or more senior staff members, either one-on-one or in small groups. During support sessions, staff can review specific interactions with students, parents/caregivers, and other staff, explore their behavior in those interactions, and seek feedback and advice. This model will provide staff with the opportunity to understand how their personal biases and trauma histories may influence their responses or interactions with students or parents/caregivers in a negative way. It will also help them identify potential strategies to repair damaged relationships.

Non-Academic Universal Precautions

Universal precautions treat all students with care and are the manifestation of the healing-centered belief that any student may have been impacted by trauma. These precautions benefit all students because they reduce management challenges that consume teacher time and energy, increase all students' sense of safety and emotional well-being, and allow teachers to maintain a higher level of instruction. Because social emotional well-being is a necessary ingredient for learning, healing-centered schools adopt universal precautions and other small practices that promote healing throughout the school day and across the school environment.

This section outlines a variety of universal precautions that can be implemented throughout the school environment. As with any other part of the healing-centered transformation process, Transformation Teams should carefully consider these practices or programs to determine which are most responsive to the needs of the school community, school staff's level of understanding and commitment, priorities identified by the school community, and the Healing-Centered Principles. The following strategies require little to no cost to adopt and can be applied with ease once staff receive the appropriate education. For that reason, Transformation Teams may decide to build staff's familiarity with most, if not all, of the precautions listed below.

⁷⁹ Healing-Centered Schools Working Group Visit to Schenectady City School District (November 2019) (notes on file with Working Group).

⁸⁰ *The 1619 Project*. The New York Times Magazine. August 18, 2019. Retrieved on June 17, 2020 from https://pulitzercenter.org/sites/default/files/full_issue_of_the_1619_project.pdf.

Transformation Teams should **examine language** used throughout school programs and student interactions. For example, teams may examine curricula, student orientation materials, non-instructional student programming, and teacher resources that provide strategies for student and parent/caregiver interactions. Teams should consider the following questions: Is the language culturally responsive, or does it alienate groups of students that have traditionally been marginalized in education systems? Do programs employ deficit-based, punitive, or reactive language? How can language be modified to amplify student strengths?

Transformation Teams can create physical space, carve out time, and provide resources for students to engage in **mindfulness activities**. Teams can do this by creating calming corners in classrooms or hallways, setting aside a specific period of the school day during which students are encouraged to engage in creative activities or meditation, or dedicating physical space where students can engage in movement activities. Schools can reduce or altogether eliminate the costs of providing these programs by streaming free meditations, guided activities, yoga exercises, or somatic routines. Transformation Teams can also create small, individual opportunities for mindfulness and self-soothing by allowing students to keep grounding objects at or near their desks. Transformation Teams that develop these spaces and strategies in conjunction with students will uplift student voice and model power-sharing, further contributing to a healing-centered environment.

TIP: Staff can build relationships with students who exhibit difficult emotional and behavioral patterns by employing the following strategies:

- Express care
- Challenge growth
- Provide support
- Share power
- Expand possibilities

Positive relationships between staff and students can promote student well-being. Transformation Teams should brainstorm strategies that are unique to their school building and culture and that build rapport and cultivate relationships. In addition to the Healing-Centered Principles and four elements that Transformation Teams consider for all potential changes, Teams should keep in mind that positive educator-student relationships consist of sensitivity, attunement to emotional needs, consistency, trustworthiness, cognitive stimulation, and scaffolding.⁸¹ Relationship-building strategies include pairing students with school staff members for individual or group check-ins throughout the week and having staff personally greet and see off students each day. As implementation progresses, Teams can assess the efficacy of relationship-building

efforts by surveying students to ask whether there is an adult in the building that cares about them or an adult in the building that they trust.⁸²

⁸¹ *Understanding Trauma and Trauma Responsive Educational Practices*. Trauma Responsive Educational Practices.

⁸² For additional information on the Lincoln School example, please refer to *Creating and Advocating for Trauma-Sensitive Schools*. Harvard TLPI, p. 79. For additional information on the five strategies for building relationships with students, please refer to *Understanding Trauma and Trauma Responsive Educational Practices*. Trauma Responsive Educational Practices.

***TIP:** Lincoln School identified as their top priority the need to help students feel calm and safe so that they could focus on learning. Staff began holding morning gatherings in each class during which students could connect with peers, connect with staff, and practice social skills.*

Transformation Teams should also carefully **examine the school's relationship with students' parents/caregivers**. Many students' sense of safety at school depends on their perceptions of their parent/caregiver's relationship with school staff. Building positive and trusting relationships with parents/caregivers can, therefore, promote a culture of community and improve students' sense of safety. Below are some examples of practices that can schools can use to improve parent/caregiver relationships.

- One of the simplest ways to build parent/caregiver trust is to meaningfully incorporate parents/caregivers in the healing-centered transformation process. When parents/caregivers contribute and see their feedback incorporated into their school's Healing-Centered Plan, they will develop greater confidence in their school's commitment to community and parent/caregiver ideas. Include parents/caregivers in educational events, community discussions, focus groups, and priority-setting conversations.
- One major obstacle to parent/caregiver trust is the over-use or inappropriately threatened use of the State Central Registry hotline. In the Working Group's community discussions, parents/caregivers report that Bronx schools make frequent unfounded calls to the State Central Registry and threaten parents/caregivers with unjustified calls. The Healing-Centered Schools Working Group understands that school staff are committed to their important responsibilities as mandatory reporters. We strongly recommend that Transformation Teams review staff's use of the State Central Registry hotline, examine potential patterns of overuse or improper threats, and provide staff with training and mentorship on the appropriate use of the hotline, particularly when educational neglect concerns are at issue. Most importantly, Transformation Teams should educate staff about interventions and resources available to them if they have concerns about potential educational neglect. Transformation Teams can refer to the Appendix for additional recommendations related to this issue.

Bullying is one of the most frequently reported school-based traumas that students experience. Schools that are experiencing high reports of bullying, harassment, or discrimination among students may decide to develop action items that directly address those issues.

- Transformation Teams should review school records and engage in discussions with students and parents/caregivers to assess the frequency with which bullying complaints are investigated, the timeliness of bullying investigations, and the frequency with which school staff provide support after a student reports a bullying incident. Transformation Teams should take steps to correct any deficiencies in these areas.
- Work with guidance counselors or school-based mental health staff to offer support to students who have experienced bullying. Support should include guided processing of unresolved trauma related to bullying.
- Develop an Individualized Support Plan for involved students. For a student who has experienced bullying, the plan may include support and counseling focused on rebuilding relationships, promoting safety and trustworthiness, and building self-advocacy skills. For a student who has engaged in bullying behaviors, the plan may include support and counseling to address the underlying root causes of the behavior.

One of the central principles of healing-centered schools is the idea that social emotional well-being is a necessary ingredient for learning. A healing-centered school is one that recognizes that some emotions and experiences are better expressed through **non-verbal forms of expression, like visual art, music, poetry, theater, and dance**. These creative forms of expression provide age-appropriate and culturally sensitive ways for students to process and express their emotions. In addition, when schools provide opportunities for students to engage in non-verbal expression, they model respect for different forms of expression and expand students' capacity to meaningfully express themselves. Encouraging students, particularly students who have experienced trauma, to express themselves through creative media can also help prevent emotional crises, expose students to positive outlets, and help students build their strengths, interests, and passions.

Developing creative expression exercises can also advance equity. For generations, Black communities have had a meaningful relationship with art as a healing medium. It is imperative that schools respect and honor this history when discussing the emotional well-being of Black students. Despite this important history, predominantly Black schools have seen massive cuts to art and music programs in recent years, while many predominantly white schools have continued to offer these programs. Combatting institutional racism in education requires that we address this inequity.

Transformation Teams may consider incorporating artistic exercises into curricula, calming corners, non-instructional time, and other school-based activities. Here are some helpful examples of artistic exercises that advance healing-centered values:

- Students are given time for free-drawing at the beginning of the day or at the start of the class period. Students may draw shapes, doodle, or collage. The teacher then concludes the free-drawing session with guided reflection questions: What about the drawing reminds you of yourself? What about the drawing is nothing like you?

- Students are given a piece of paper. They are instructed to fold it. On one side, they are asked to draw where they see themselves now. On the other side, they are asked to draw where they see themselves after a certain period of time that the teacher announces. Students are then asked to make a bridge across the fold showing how they will get to their vision for their future selves.
- Students are asked to draw in response to a particular idea discussed in class. The teacher then concludes the art session with guided reflection questions related to the topic.
- Students are given time to create a dance or step. Students have an opportunity to step or dance to particular music that they are familiar with.
- Students have an opportunity to create a rap, other song, or poetry on a topic of their choice or on a topic identified by their teacher.
- Students are given an opportunity to create dialogue and or a comedy sketch. Students are then invited to perform or read aloud.
- Students are given an opportunity to sing or have a percussion circle.
- Students are asked to make a box. The teacher will provide a description of what the box symbolizes. Students then put objects into the box or write things on paper that they want to put into the box.
- Students are asked to draw themselves inside a circle on the center of a page. They are then asked to draw lines of various lengths and to connect those lines to people, places, or things that they feel varying degrees of closeness to.

Transformation Teams in schools with high chronic absenteeism or student tardiness rates should consider adopting **greater flexibility on attendance consequences**. Bronx schools serve the highest percentage of students in temporary housing.⁸³ Our students in temporary housing experience traumatizing instability and are more likely to miss school days and be late to school. Despite this, many schools penalize students for tardiness. Starting the day late and with negative consequences can significantly and negatively impact students social emotional well-being. They are more likely to enter the classroom feeling demoralized, panicked, and as if they are being punished for dynamics outside of their control. Students who feel this way are not available for learning and are more likely to become disengaged.

Healing-centered schools can promote students' sense safety and readiness to learn by providing supportive transitions for students who arrive late to school and removing

⁸³ *Students in Temporary Housing Reports, 2018-2019*. NYC Department of Education InfoHub. Retrieved on June 17, 2020, from <https://infohub.nyced.org/reports/government-reports/students-in-temporary-housing-reports>.

stigmatizing consequences. These may include the following strategies:

- School staff can collaborate with the school's Students in Temporary Housing Community Coordinator or with the Office of Students in Temporary Housing to identify solutions to student tardiness. For example, a student may be late because they have been placed on a bus route that is experiencing delays. Students in Temporary Housing staff can work with the Office of Pupil Transportation to resolve this issue.
- Many students who experience chronic tardiness struggle to transition into classes that have already started. School staff, including the student's teacher, can help a student make that transition in a way that does not attract potentially stigmatizing attention. They can also provide the student with supportive instruction to jump into the work that the class is already engaged in.
- School staff can work collaboratively with parents/caregivers to identify supports to address chronic absenteeism and tardiness.
- Transformation Teams should review school policies to identify those that punish or stigmatize student tardiness. Teams should then consider how those policies can be modified to be more supportive of students and to support students' social emotional well-being and readiness to learn.

Non-Academic Targeted Precautions

Transformation Teams should also adopt targeted precautions to support students with significant needs. These students may have experienced trauma, may be at risk of being traumatized by an inappropriate school response to behavior, or may be experiencing some combination of both issues. Targeted precautions will provide students with significant needs the social emotional support they need to access learning, will provide effective support when students become disengaged or display challenging behavior, and will reduce the number of behavioral incidents that disrupt learning for all students.

Transformation Teams should consider the population of students with significant needs that their school serves. Through careful evaluation, teams can assess the particular needs of this population and use the Healing-Centered Principles to identify and implement potential solutions. Here are examples of targeted precautions that schools can develop in response to the specific student populations:

One elementary school in the Bronx serves a high number of students with significant behavioral needs. Staff were responding to **frequent behavioral crises**. School leadership and staff realized that the reactive approach they were using to respond to these crises was inefficient, not as effective as they hoped, and often involved response from adults that the student in crisis did not know. In addition, because response teams were often composed of

staff that happened to be available when the behavior occurred, students who experienced frequent crises were receiving responses from a wide range of adults that employed differing strategies. School leadership convened a team to develop a proactive, healing-centered approach to behavioral crises. The team identified students with the most significant needs and created an informational page for each student describing their needs, strategies that work for that student during a crisis, and the adults in the building that the student trusts. Each page went into a binder kept in the Main Office. Whenever a student experienced a crisis, the available adults could refer to the binder to access helpful contextual information, learn what strategies to use, and identify the staff members integral to an effective crisis response. The school saw a decrease in the number of incidents and a decrease in the time it took for students in crisis to return to a ready-to-learn state.

Transformation Teams in schools with **high rates of students in temporary housing** should collaborate with their Students in Temporary Housing Team to identify targeted precautions to support those students. Transformation Teams may consider adopting the following evidence-based targeted precautions for students in temporary housing.

- Students in temporary housing may be more likely to arrive late to school, but may rely on breakfast provided by the school. When students are unable to get breakfast or are rushed through their breakfast because they arrived late, they may be more likely to become dysregulated throughout the day. Transformation Teams can work with school staff to ensure that students can access to breakfast even when they arrive late, can eat without being rushed, and can receive support as they transition to class.
- Students in temporary housing may need to attend a new school because of their housing situation. Cultivate positive relationships and the new student's strengths by pairing the student with a "buddy" in the classroom, assigning the student a task to help around the classroom, or encouraging extracurricular involvement.
- Many students in temporary housing are stigmatized because of their housing status. Be sensitive to concerns about this stigma and avoid using the word "homeless." Instead, use descriptive language to ask about or discuss the student's housing situation.
- Students experiencing housing instability may develop stronger attachments to possessions or personal objects. Allow students to hold onto those possessions in class to reduce dysregulation.
- Provide structure, a consistent and predictable routine, clear expectations, and supportive accountability strategies. When possible, plan assignments in a way that allows students to keep up without taking work home.

One **high school in the Bronx** deployed a targeted precaution with great success. When the school reviewed its suspension data, they realized that they were suspending African immigrant girls at disproportionately high rates. The school implemented an open door policy

that allowed girls who received frequent suspensions to check in with staff members and one another. Over time, the girls built positive relationships with staff members and were able to voice the challenges and pressures they face as young immigrant women. This outlet, and the supportive relationships developed within it, allowed the students to develop stronger coping mechanisms. The program also helped school staff respond to the girls' behavior with greater empathy, leading to a decrease in suspensions.

Assessing the Role of School Safety Agents & Available Alternatives

As Transformation Teams consider how to improve students' sense of physical, psychological, and emotional safety, they should examine the role that School Safety Agents play in either protecting or hindering that safety. The Healing-Centered Schools Working Group recognizes that some students, parents/caregivers, and educators feel that School Safety Agents provide physical safety and peace of mind in difficult moments. But for countless other students, parents/caregivers, and even educators, the presence of School Safety Agents threatens their psychological, emotional, and even physical safety and makes them feel criminalized and unwelcome in their schools. It is essential that Transformation Teams take all student and parent/caregiver perspectives into account when assessing School Safety Agents' alignment with healing-centered principles.

Transformation Teams must examine the responses, communication strategies, and language that their school's SSAs use. Are the SSAs' responses to behavior proactive, compassionate, and aimed at addressing underlying conditions and returning students to a ready-to-learn state, or are they reactive responses that escalate students' challenging behavior and hinder social emotional well-being? When SSAs communicate with students and parents/caregivers about student behavior, do they use healing-centered, strengths-based language, or do they use deficit-based language that alienates students?

SSAs are some of the first people that students and parents/caregivers see when they enter the school building. Are their interactions with students and parents/caregivers promoting a sense of community and setting the tone for a day of learning, or are they contributing to students feeling frustrated or unwelcome in their school? In our community discussions, students and parents/caregivers reported that SSAs often spoke to students in an aggressive or demeaning manner during morning arrival. Even if the SSAs interactions with the students are positive and healing-centered, are they being asked to carry out duties, like searches of student backpacks, that undermine students' sense of psychological and emotional safety? Answering these questions can help Transformation Teams assess whether SSAs are advancing or hindering Healing-Centered Principles and the goals of the Healing-centered Plan.

The Healing-Centered Schools Working Group recommends and supports the model that the Schenectady City Schools District used to remove all police and school resource officers from their schools. SCSD removed these officers from school buildings and, in their

place, hired a team of “cultural brokers.”⁸⁴ In SCSD, cultural brokers are respected members of the community, typically elders, who intervene when conflict occurs between students or when a student exhibits challenging behavior. Cultural brokers’ primary goal is always to return students to the classroom and to a ready-to-learn state as quickly as possible. They accomplish this by using skills gained in intervention and conflict resolution training and by leveraging their relationship with students’ networks outside of school. Since adopting this model and other healing-centered strategies, SCSD has seen a 40% reduction in physical altercations in their schools.⁸⁵ This outcome demonstrates that our students are safer and better able to learn when SSAs are not present in their schools.

Through this transformation and by using the funds previously dedicated to school resource officers, SCSD was able to expand the number of social workers serving their students.⁸⁶ For example, at the high school level, SCSD was able to staff a full-time social worker to a room called the Iceberg Room. Students who are experiencing social emotional challenges or feeling dysregulated can leave class, go to the Iceberg Room, and access social work support and other resources. This example shows how schools that divest from punitive structures can invest in healing.

We recommend that the Executive Superintendent, Superintendents, Principals, and other members of Transformation Teams work together to advocate for SSAs to be removed from Bronx schools and for Bronx schools to instead be staffed with social workers and cultural brokers or similar community-based staff that can address harm in a supportive and empathetic way. Leadership from the Executive Superintendent and Superintendents is essential because this ask requires navigating significant administrative constraints.

It is important to take a moment to underscore the immense value of social workers for schools seeking to implement healing-centered practices. As noted throughout this Roadmap, social workers have played significant roles in schools and school districts that have undertaken this transformation. Social workers, especially licensed social workers and those with clinical experience, bring skills that are vital to creating a healing-centered school. At its heart, the focus of the social work profession is to develop and sustain nurturing and satisfying relationships between people.⁸⁷ With that understanding, the Healing-Centered Schools Working Group strongly recommends that Transformation Teams adopt Healing-Centered Plans that include bringing in social workers or expanding the school’s existing collaboration with

⁸⁴ Healing-Centered Schools Working Group Visit to Schenectady City School District (November 2019) (notes on file with Working Group).

⁸⁵ Id.

⁸⁶ Id.

⁸⁷ Butler, H., *The Healing Power of Clinical Social Work*. IN SITU – The Blog of the San Diego State University School of Social Work, April 2, 2018. Retrieved on June 17, 2020, from: <https://socialwork.sdsu.edu/insitu/mental-health/the-healing-power-of-clinical-social-work/>; Coghill, L.E., *Trauma Work is Not for Every Social Worker*. InterSections in Practice, NASW, 2008. PDF File p. 30. Retrieved on June 17, 2020, from: https://www.socialworkers.org/assets/secured/documents/sections/intersections/SEC-NL-27408_InterSections.pdf

social workers. The Working Group also recommends that Transformation Teams, Superintendents, and the Executive Superintendents collaborate to advocate for greater funding for social workers.

In the meantime, we recommend that Transformation Teams work collaboratively with their SSAs to help the SSAs become more healing-centered. SSAs should be given the opportunity to participate in professional development about trauma, its impact on learning, and healing-centered approaches to behavior.

Policies & Procedures

Longstanding policies and procedures can, if left unchecked, undermine the Transformation Team's goals and Healing-Centered Plan. To prevent this and to ensure that all school-based interactions are healing-centered, Transformation Teams should establish a subcommittee to review school policies and procedures and ensure their conformity with healing-centered principles. This subcommittee should consist of members from all parts of the school community including students and parents/caregivers. This Roadmap already discusses a number of policies that are especially critical to review, like tardiness policies and the Citywide Behavioral Expectations. Some policies may not be written on paper, and may simply be common practice, but are just as important to assess. Here are a few examples of important policies, practices, and materials to review:

- The school's policy for **communication with parents/caregivers** regarding attendance. Is the Attendance Teacher the first person to reach out to the parent/caregiver regarding attendance issues, or does the parent/caregiver receive a call from a familiar staff member first? Does the staff member attempt to work with the family to identify solutions, or does the call focus primarily on compliance and mandatory reporter obligations? How can staff approach these calls with compassion, collaboration, and a strengths-based approach?
- The school's use of **student's names and pronouns**. Does the school strictly adhere to names and gender indicated on legal documents? Does the school require consent from a student's parent/caregiver before using the student's preferred name and pronoun? If so, the school may be traumatizing students whose name or gender is not reflected in their legal documents or whose parents do not know about or do not support their preferred name or pronoun. The DOE has made significant strides on this issue by adopting the 2019 Guidelines to Support Transgender and Gender Expansive Students. Schools can build on this work and become more healing-centered by ensuring that their practices and policies conform with these guidelines and support student needs not contemplated by the guidelines.⁸⁸

⁸⁸ *Guidelines to Support Transgender and Gender Expansive Students*. NYC Department of Education. Retrieved on June 17, 2020, from <https://www.schools.nyc.gov/school-life/school-environment/guidelines-on-gender/guidelines-to-support-transgender-and-gender-expansive-students>.

- The school’s policy for **contacting and involving law enforcement in school-based incidents**. Chancellor’s Regulations related to safety incidents set requirements for when schools must contact law enforcement, but they also outline a variety of situations in which school leadership has discretion to decide whether to contact law enforcement. Is the school exercising that discretion in a way that leads to over-reliance on law enforcement involvement? Is the school using their discretion to invoke law enforcement in ways that threaten student and parent/caregiver physical, emotional, and psychological safety and well-being? Is the school using their discretion in a way that re-traumatizes students and parents/caregivers who live in over-policed communities or who have experienced the trauma of racist police violence? Are there opportunities for the school to reduce their involvement with or reliance on law enforcement? What new strategies can the school adopt to help staff safely and effectively address incidents before or instead of contacting law enforcement?
- When modifying policies to promote conformity with healing-centered values, the Buffalo Institute on Trauma and Trauma-Informed Care recommends using trauma-informed and solution-focused language. This means
 1. Describe the desired behaviors and outcomes, instead of describing only prohibitions.
 2. Avoid language that shames and blames. Instead, communicate expectations in a clear manner.
 3. Eliminate jargon.⁸⁹

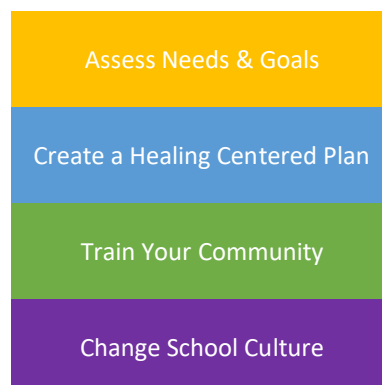
Policies evolve over time and the Transformation Team’s understanding of healing-centered principles will evolve as well. To ensure that policies remain consistent with healing-centered values, the team should establish a timeline for ongoing reviews by the subcommittee.

Healing-centered policies are also those that are accessible to students, parents/caregivers, and staff. The subcommittee should ensure that all individuals have access to the policies that impact them. This can be done by placing policies on the school’s website and providing copies in the main office. The subcommittee should also work with the DOE Division of Family and Community Engagement’s Translation and Interpretation Unit to ensure that all copies are available in the 9 major languages.

⁸⁹ Koury & Green, *Trauma-Informed Organizational Change Manual*. p. 85.

VII. Creating Healing-Centered School-Based Services

Like targeted precautions, school-based services and partnerships can help healing-centered schools support the safety and social emotional well-being of students with the most significant needs. Through targeted supports, healing-centered schools ensure that their most vulnerable students are available to learn and receive the support they need to develop healthy coping mechanisms. As an added benefit, partnerships and school-based services allow schools to spread the Healing-Centered Principles to other organizations in their community.



Mental Health Partnerships

Bronx students experience a disproportionately high rate of mental, emotional and behavioral health challenges. At the same time, the Bronx has one of the lowest rates of mental health services available per young person.⁹⁰ This disparity is caused by disproportionate funding between the adult and children’s mental health systems and by the acute needs of the children in the Bronx who are grappling with trauma rooted in systemic oppression.

There are also disparities in mental health services across boroughs. Manhattan, Queens, Staten Island and Brooklyn each have children’s psychiatric in-patient units in at least one of their municipal hospitals. Many of these same municipal hospitals also have day treatment or partial hospitalization programs that supplement their outpatient capacity. These municipal programs are especially important to ensuring that immigrant families can access mental health care. In the Bronx, on the other hand, day treatment equivalent programs are institutional programs under the auspices of school systems, not hospitals or medical facilities, and are not equipped to provide the same level of care or access.

Establishing, maintaining, and utilizing partnerships with the mental health community is critical to providing a healing-centered approach that extends into the wider community. Mental health services can support student wellness and success both during and after the school Transformation Team’s implementation of the Healing-Centered Plan. The Transformation Team can collaborate with the school community to increase access to and use of mental health services by pushing back on stigma and partnering with outside groups to challenge barriers caused by long wait lists, language disparities, insurance limitations, transportation challenges, and operational hours that lock families out of treatment. Schools can only accomplish these necessities through active partnerships with numerous members of the surrounding mental health community.

⁹⁰ *New York City’s Children and Mental Health: Prevalence and Gap Analysis of Treatment Slot Capacity*. Citizens’ Committee for Children of New York, Inc. January 2012. PDF File, pp. 4-5. Retrieved on June 17, 2020, from: <https://www.cccnewyork.org/wp-content/publications/CCCReport.MentalHealthPrevalence.pdf>.

Schools are centers of communities and are spaces where young people and families regularly share space. Schools can make meaningful use of their role as community spaces by establishing partnerships with mental health organizations that can provide school-based mental health services. School-based mental health organizations can provide and facilitate on-site services to help students, families and staff foster coping mechanisms for dealing with stress, interpersonal trauma, complex trauma, vicarious trauma, and systemic traumas including racism. The ability to provide this care on-site is what, in part, makes a healing-centered school and a healing-centered community.

Many Bronx schools have already done the hard work of developing valuable mental health partnerships. Other schools are just beginning. We recommend that Transformation Teams in all schools employ the following strategies:

- If there is a mental health clinic in the school, Transformation Teams should consider the following questions:
 - Do the providers have knowledge about healing-centered practices that they can share with the school as they engage in their transformation? Do the providers have knowledge of art as therapy?
 - Does the mental health clinic have access to interns that understand trauma-informed and healing-centered educational practices and can support the entire school community through training and consultation?
 - What specific therapies, modalities, and services are available in the school clinic and in what languages? Are cognitive behavioral therapy, eye movement desensitization and reprocessing, behavior activation, applied behavior analysis and other behavior therapies, didactical therapy, group therapy, substance abuse treatment, psychiatry, and bereavement support available?
 - Are there insurance or immigration status limitations that might impede access for members of the school community?
 - What processes are used to determine which students are eligible, which students are given priority, and how a wait list might be managed? Do those processes advance or undermine equity?
 - To what extent are services available to families and staff in the school community? Are those services available through direct application? If a referral process must be used, is it a cohesive process that allows students and families

to meaningfully access services?

- Does the mental health clinic have partnerships with other programs, including community-based organizations and other mental health providers, that can be leveraged to support the school community?
 - Do clinic staff have time to meet with the school community to discuss patterns of student mental health challenges and how school staff or culture may be contributing to mental health challenges?
 - How will the clinic ensure that families and parents/caregivers are a part of their child's treatment processes? How will the clinic ensure that families and parents/caregivers have an opportunity to participate in the overall functioning of the clinic?
- For schools that do not have a mental health clinic on site, Transformation Teams should consider the following questions:
 - Does the school have any existing mental health partners that may be able to provide treatment and supports to students, families, and staff?
 - What specific therapies, modalities, and services would the Team like to make available in the school and in what languages? Will cognitive behavioral therapy, eye movement desensitization and reprocessing, behavior activation, applied behavior analysis and other behavior therapies, didactical therapy, group therapy, substance abuse treatment, psychiatry, and bereavement support be made available?
 - What steps can the Team take to eliminate insurance or immigration status limitations that might impede access for members of the school community?
 - What processes will be used to determine which students are eligible, which students are given priority, and how a wait list might be managed? How can the Team shape those processes to advance equity?
 - Does the school have any existing mental health partners that are able to provide services and supports to students in the school building, including crisis services?

- Does the school have any existing mental health partners that can provide clinical support to parents/caregivers and families, either on an individual level or through group support?

Schools can promote healing by building partnerships with diverse members of the mental health delivery stream including hospitals, clinics, family resource centers, and private partners. Transformation Teams can operate individually or collaborate across districts or borough-wide to partner with psychology and psychiatric departments within secondary education institutions that can provide professional development for staff, students, and parents/caregivers. Through these partnerships, schools can serve as hubs of services to support all members of the school community.

Students in Temporary Housing

Housing instability is a pervasive, persistent, and increasingly prevalent problem that affected 16% of Bronx students during the 2018-2019 school year.⁹¹ Bronx students in temporary housing face the personal trauma of daily instability and lack of access to basic needs. At the same time, these students must also grapple with the systemic trauma of living in a city and country that allows for such pervasive poverty and has not yet created a universal right to safe and stable housing. For these students, trauma is not in the past – it is an everyday reality. Many Transformation Teams will serve in schools with high rates of student housing instability and may identify those students as a priority in their Healing-Centered Plans. These Teams should consider building a stronger partnership with the DOE’s Students in Temporary Housing Staff. We recommend that teams take the following approach to build healing-centered partnerships with the Office of Students in Temporary Housing:

- Students in Temporary Housing (STH) staff are given clear job descriptions and tools for collaborating with the schools in which they work, including data-driven planning tools. Sit down with the STH staff allocated to your schools to discuss the role that they can play, the resources they can offer, and their expectations for collaboration with the rest of the school community. Support STH staff’s fulfillment of their duties and avoid assigning tasks to STH staff that are inconsistent with those duties.
- Integrate STH Community Coordinators and Social Workers into school operations that impact the most marginalized students, including preparation for and participation in IEP meetings, responses to discipline, and responses to absences or tardiness. Community Coordinators are specially equipped to support students in temporary housing as they navigate these processes.
- Carve out time for STH staff to train staff on common experiences of students experiencing housing instability, including enrollment at multiple schools, gaps in records or learning, inconsistent attendance, poor hygiene, unmet medical or dental

⁹¹ *Students in Temporary Housing Reports, 2018-2019*. NYC Department of Education InfoHub.

needs, wearing the same clothes frequently, fatigue, difficult emotional behaviors, difficulty developing relationships, lack of attention or focus, anxiety at the beginning or end of the school day, lack of participation in extracurricular activities, or lack of school supplies or inability to complete projects that require particular supplies. Staff who possess this knowledge will be better able to respond to students who are experiencing these challenges with support and empathy. STH staff can also train staff on healing-centered approaches that can be used to support students in temporary housing, including those listed in the “Non-Academic Targeted Precautions” section.

- Collaborate with Community Coordinators and Social Workers to identify any school practices or aspects of school culture that may contribute to the stigmatization of students in temporary housing. Transformation Teams should brainstorm ways to alter these practices or patterns.
- Collaborate with STH staff to identify community resources to support students. These may include local churches, local home base offices, or local pantries.
- Schools with STH Social Workers may be able to take on interns who can administer specific student supports including a success mentor program to address attendance challenges or a social skills group. Speak with your STH staff and STH Regional Manager to see if this is possible.

Schools without Students in Temporary Housing staff can still build strong relationships with the Office Students In Temporary Housing. Transformation Teams in schools that serve a high number of students in temporary housing, but that do not have STH staff, should review their student demographics against STH criteria to see if they are eligible for STH staff to join their school. Schools that do not qualify should designate a counselor, a parent coordinator, or someone in a similar position to act as a Students in Temporary Housing Liaison. The STH Liaison should connect with the STH Regional Managers in their district to collaborate and learn best practices to support their school’s students in temporary housing. Transformation Teams should work together to identify an appropriate Liaison, support the Liaison’s collaboration with district STH staff, and help the Liaison train staff and disseminate best practices within the school.

[Crisis Teams](#)

Even schools with successful healing-centered practices serve students that experience behavioral or emotional crises. Schools serving students that regularly experience crises may consider adopting a healing-centered approach to those crises as part of their Healing-Centered Plan. To do so, Transformation Teams should identify crisis response practices that align with the Healing-Centered Principles.

Transformation Teams may decide to take a proactive response to crises by providing greater support, resources, and infrastructure for the school's **Crisis Intervention Team**⁹². The Transformation Team may pursue actions that help the Crisis Intervention Team brainstorm holistic preventive measures after a crisis or for students who regularly experience crises. These measures may include additional classroom supports, support on the development of coping mechanisms and self-regulatory skills, careful identification of potential triggers in the school environment, and connection to partners or outside services.

Transformation Teams should evaluate whether their school's current **Crisis De-escalation Plan** is consistent with the healing-centered goal of providing students with the support they need to be ready to learn.⁹³ Does the current crisis response escalate some or all students' crisis behaviors, leading to more time out of school? Does the current crisis response traumatize some or all students, leading to more time out of school and greater social emotional challenges? What response strategies can be used to help students return to the classroom more quickly?

When crises escalate beyond the crisis team's ability to respond, it may be necessary to seek outside support. Many Bronx schools contact 911 to seek additional support during a student crisis. For students with behavioral challenges or emotional challenges who are not expressing suicidal ideation, this response can be harmful and ineffective. The arrival of EMTs and transport to a hospital is often deeply traumatizing for students. In addition, many psychiatric emergency rooms report that they can do little to support students once they arrive, particularly when those students are no longer in crisis. If a Transformation Team observes a pattern of inappropriate calls to EMS at their school, they should consider adopting a Healing-Centered Plan geared toward increasing use of available community resources such as **Mobile Crisis**. School officials can place a referral through **NYC Well**, a crisis call center service provided by the City of New York.⁹⁴ Once a referral is made, a **Mobile Crisis** team comes directly to the school within two hours and works with the student, reducing the traumatic nature of the experience. **Mobile Crisis** will also work with the student and caregiver to identify preventive approaches to support the student.⁹⁵

⁹² Chancellor's Regulation A-755 on *Suicide Prevention/Intervention* requires that New York City Dept. of Education elementary, intermediate, junior high school, high school, and citywide special education program shall establish a school crisis intervention team. NYC Department of Education, <https://www.schools.nyc.gov/docs/default-source/default-document-library/a-755-english>.

⁹³ Chancellor's Regulation A-411 on *Behavioral Crisis De-Escalation/Intervention and Contacting 911* requires each NYC DOE program to develop an annual Crisis De-Escalation Plan as part of its Consolidated School and Youth Development Plan. The NYC DOE requires that each plan include strategies, locations, staff, and resources strategies that can be called upon for de-escalation. NYC Department of Education, <https://www.schools.nyc.gov/docs/default-source/default-document-library/a-411-english>.

⁹⁴ *Crisis Services*. NYC Well. Retrieved on June 17, 2020, from: <https://nycwell.cityofnewyork.us/en/crisis-services/>.

⁹⁵ The Visiting Nurse Services of NY (VSNY) operates the children's Mobile Crisis Team in the Bronx. Since the introduction of Mobile Crisis teams in the Bronx, school officials have increased referrals to this service and have engaged more students into mental health care. However, a number of school officials have expressed concerns that they prefer a quicker response time from Mobile Crisis teams than the current two-hour window allowed under the program guidelines. See, *Community Mental Health Services*. Visiting Nurse Service of New York (VSNY).

Transformation Teams in schools with high rates of EMS transports and police responses to emotional crises should ensure that their Healing-Centered Plans integrate targeted services to support students with significant mental health needs. The Mayor’s Leadership Team on School Climate – a diverse group of stakeholders from the Mayor’s office, city agencies, unions, medical providers, research organizations, schools, and communities – developed a model called the **Mental Health Continuum** to address this need.⁹⁶ This comprehensive, innovative, and trauma-sensitive model will build capacity within high needs districts to better address the needs of children with significant mental health needs, better respond to student crises, and prevent further crises.

The Mental Health Continuum model includes school partnerships with hospital-based mental health clinics; call-in centers to advise school staff about students in crisis; clinician response teams who respond during crises in schools; student assessments to determine the appropriate level of care needed; direct, ongoing mental health services for students, including intensive in-home individual and family behavioral supports when necessary; School-Based Mental Health Clinicians; and whole-school training in Collaborative Problem Solving, an evidence-based, skill-building approach to changing the most challenging behavior. These elements provide for a team of clinicians working systematically with students and school staff to determine the appropriate level of care; coordinate with schools to respond to students in crisis while working to enhance each school’s capacity to respond to the mental health needs of its students; provide direct, ongoing mental health support to students in school, as well as to families at home when needed; and help schools move to a public health rather than a law enforcement model to support an environment that fosters long-term behavioral change.

Lastly, the DOE should consider the development of its own mobile crisis team. School districts like the Schenectady City Schools District successfully operate and fund their own mobile crisis teams to respond to emotional and behavioral crises in their schools.⁹⁷ By creating an in-house program, the DOE would likely reduce response times and develop an institutional memory of best practices and responses for crisis teams in an educational setting.

[Response to Intervention and Special Education](#)

As the beginning of this Roadmap explains, trauma impacts students’ ability to learn. Students who have experienced childhood trauma may struggle with receptive and expressive language, focus and concentration, executive functioning skills like organization and

Retrieved on June 17, 2020, from <https://www.vnsny.org/how-we-can-help/community-programs/community-mental-health-services/>.

⁹⁶ *Maintaining the Momentum: A Plan for Safety and Fairness in Schools, Phase Two Recommendations*. The Mayor's Leadership Team on School Climate and Discipline. July 2016. Retrieved on June 17, 2020, from https://www1.nyc.gov/assets/sclt/downloads/pdf/SCLT_Report_7-21-16.pdf.

⁹⁷ Healing-Centered Schools Working Group Visit to Schenectady City School District (November 2019) (notes on file with Working Group).

prioritization, inhibition and impulse control, and memory. Intrusive flashbacks, hyperactivity, or dissociation may limit students' ability to engage with and retain material.

To a special education or RTI team unfamiliar with the impacts of trauma, these challenges may look like ADHD or a behavioral disorder. However, trauma-related learning challenges cannot be effectively addressed with interventions typically used for ADHD or behavioral disorders. Schools that serve high populations of students who exhibit these challenges and who have IEPs or have been referred to RTI should consider prioritizing the provision of trauma-related interventions and special education supports. These supports should be used when students continue to experience these challenges despite the use of school-wide healing-centered practices. A trauma-sensitive and healing-centered RTI and IEP process includes the following elements:

- Trust between parents/caregivers and the RTI or IEP team is essential. RTI and IEP teams are better equipped to understand student needs if parents/caregivers feel comfortable sharing general information about the nature of past trauma experienced, the impact of the trauma, and triggers that the parent/caregiver has observed. RTI and IEP teams can encourage this sharing by modeling trust through consistent communication and by emphasizing privacy and confidentiality as much as possible. Before having these conversations, RTI and IEP teams should advise parents/caregivers of the ways in which these conversations may implicate mandated reporter status.
- Transformation Teams can partner with RTI and IEP teams to review the evaluations available for use in RTI and IEP processes. If a parent/caregiver reports learning impacts that may be related to trauma, does the team have access to appropriate evaluations to assess that impact? Does the team have access to evaluative tools to help them determine, for example, whether concentration issues are caused by ADHD or by intrusive flashbacks? If so, what can the team do to expand their evaluative ability? This is a great opportunity for Transformation Teams to collaborate with one another throughout the borough.
- Transformation Teams should consider whether their school's RTI or IEP teams are familiar with interventions, services, management needs, and goals that are appropriate for students experiencing trauma-related learning challenges. If not, the Transformation Team may include an item in their Healing-Centered Plan to secure more training for RTI and IEP team members. Training may cover effective interventions, services, management needs, and goals; how traditional special education tools like Behavioral Intervention Plans can be adapted to support students with trauma-related learning challenges; and how some traditional approaches to RTI or IEPs can actually exacerbate

trauma-related learning disabilities.⁹⁸

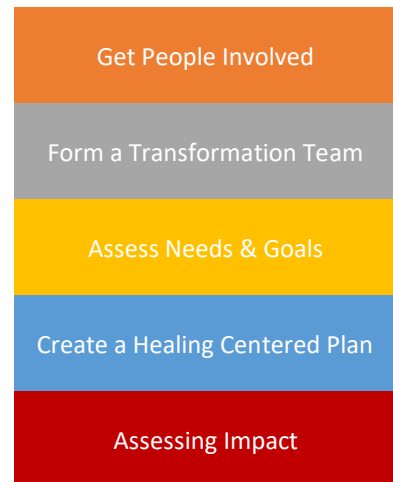
- A school that has mental health partnerships and serves a significant number of students with RTI services or IEPs who have trauma-related learning challenges may consider more clinical approaches. Transformation Teams in these schools may adopt a Healing-Centered Plan that includes collaborating with mental health partners to provide Cognitive Behavioral Intervention for Trauma in Schools (CBITS) or similar programs proven to improve the academic performance of students with trauma. These programs can help reduce the number of students with trauma-related learning challenges who receive RTI or IEP services. Some Transformation Teams may consider this intervention too specific when they are crafting their first Healing-Centered Plan, but may later decide to pursue it as they progress along their healing-centered journey.

Adopting these strategies can reduce the number of students who need or receive special education services in the long run. First, leveraging mental health partnerships and providing effective RTI services to support students with trauma-related learning challenges can reduce the number of students who are referred to special education in the first place. Second, by providing special education students with effective supports that are tailored to their trauma-related needs, IEP teams increase the likelihood that students will be able to operate without special education supports in the future. Taking a preventive approach is particularly important for students who have experienced trauma because this population of students overlaps significantly with students who are over-referred and over-classified for special education services.

VIII. A Long-Term Approach

This Roadmap focuses primarily on the steps that Bronx schools can take to begin their healing-centered journey, but the journey does not end with the implementation of a Healing-Centered Plan. A healing-centered school transformation is a paradigm shift and is a process of ongoing learning for school staff, school leadership, students, and parents/caregivers.

After the Transformation Team begins implementation of the Healing-Centered Plan, the Team should regularly meet to assess implementation, talk through any unanticipated problems, and adjust as needed. During these meetings, Team members may raise new needs or priorities that have arisen as implementation has progressed and as the school community has embraced the Healing-Centered Principles. As



⁹⁸ See, e.g. *Functional Behavioral Assessment and Behavioral Intervention Plan Toolkit*, Wisconsin Department of Public Instruction. Retrieved on June 17, 2020 from <https://dpi.wi.gov/sped/topics/functional-behavioral-assessment>.

implementation continues, the Transformation Team should formally evaluate the efficacy of action items and assess their outcomes.

As the Transformation Team concludes implementation of the first Healing-Centered Plan, the Team should identify new priorities and action items to implement. This process should replicate the original process and involve meaningful participation from all aspects of the school community, identification of priorities that reflect community needs and concerns, and prioritization of action items that align with the Healing-Centered Principles. Because the Team will have already completed one round of implementation, these new priorities will allow the school to build on their healing-centered capacity in exciting new ways. As the iterative process continues, the membership of the Transformation Team may evolve to include new members or take on new roles.

Schools can find more detailed guidance on Healing-Centered Plan development, implementation, assessment, and sustainability in the resources listed at the conclusion of this Roadmap.

IX. Not Just on Schools

Get People Involved

The Healing-Centered Schools Working Group has addressed this Roadmap primarily to Bronx educators, but all members of the community share responsibility on the journey to healing-centered education. School staff support and buy-in is critical for success, but parents/caregivers and other community members, elected officials, and partners around New York State also have important roles to play. In this section, we describe the steps that other members of our community can take to support our schools as they become healing-centered spaces.

Students, Parents/Caregivers, & Community Members

Students, parents/caregivers, and other community members have a central role to play in the development of healing-centered schools. In addition to the student and parent/caregiver involvement laid out in the Roadmap, community members can be pivotal in the push for healing-centered schools. They can initiate conversations within their school community and push for change. They can also connect schools with local partners who can support the healing-centered transformation, including mental health professionals and arts institutions.

The entire community can promote and benefit from the principles of healing-centered schools. Community members can support young people in their neighborhood by educating themselves about the impact of trauma and systemic oppression on development, learning, and lifelong behaviors and the importance of building healthy coping mechanisms. Schools can support community member's efforts to spread the Healing-Centered Principles by opening

educational events to members of the public. This type of education can help transform the mental and emotional health of community members of all types.

Community members, including community leaders, can also support the push for healing-centered schools by challenging the roots of trauma and systemic oppression in their communities. This means challenging the systemic trauma, conditions, and institutions that harm young people and their families. These traumas include over-policing, mass incarceration, lack of affordable and humane housing, lack of quality affordable healthcare, persistent poverty, and persistent exposure to discrimination including racism, sexism, homophobia, ableism, and xenophobia. This also means supporting our neighbors as they work to develop stronger coping mechanisms and heal from past trauma.

Finally, individuals who serve the community in other areas can take steps to make their institutions more healing-centered. This includes healthcare providers, mental health providers, non-profits and community-based organizations, arts institutions, and social services organizations.

New York City and State Leaders & Elected Officials

New York City and State leaders and elected officials can provide critical institutional support for healing-centered schools. Elected officials can connect with schools in their district and support their healing-centered transformation by connecting them to partners and resources. If elected officials find that schools in their district have not yet begun the journey to a healing-centered approach, they can host conversations for constituents about beginning that process.

On the state level, legislators have already begun to address trauma and its impact on learning. In 2019, Bronx State Assembly Member Latoya Joyner and Bronx State Senator Jamaal Bailey sponsored and passed legislation directing the New York State Commissioner of Education, Commissioner of Health, and Commissioner of Children and Family Services to conduct a study on the effects of trauma on child development and learning.⁹⁹ At the completion of the study, the State Commissioners must issue a report of their findings and make recommendations to the governor and the state legislature.¹⁰⁰ Once these recommendations are issued, legislators and state leaders can craft programs, grants, legislation, and policies to support their implementation.

Recommendations issued in the State Commissioners' report and changes enacted through state legislation also create opportunities for local legislators and community leaders to take action. The recommendations issued by the State Commissioner of Education,

⁹⁹ *Bill Number A1913*. New York State Assembly, 2019. Retrieved on June 17, 2020, from: https://nyassembly.gov/leg/?default_fld=%0D%0A&leg_video=&bn=A1913&term=2019&Summary=Y&Memo=Y&Text=Y

¹⁰⁰ *Id.*

Commissioner of Health, and Commission of Children will provide helpful guidance, research, and best practices that can inform local programs, legislation, grants, and policies. For example, the Department of Education and other city agencies can implement those recommendations through school-based policies and programs. Similarly, local leaders can support the DOE by reviewing the information provided in the study and developing their own recommendations to further promote trauma-informed and healing-centered schools.

When considering how to implement these recommendations, legislators and state agencies should encourage a whole-school approach that integrates initiatives throughout school culture. An integrated approach is more likely to succeed than the traditional approach to school reforms, which organizes initiatives into discrete silos.

Finally, the New York State Education Department can create a Healing-Centered Schools Task Force dedicated to cultivating best practices around healing-centered schools, connecting New York schools to resources that support healing-centered transformations, and applying for and administering grants that fund healing-centered transformations. A similar task force was implemented in Massachusetts. The Massachusetts Behavioral Health and Public Schools Task Force was tasked with creating an organizational framework to enable schools to create supportive school environments. They issued their framework in 2011, setting off meaningful statewide change.

Secondary Education

Secondary education institutions can advance this effort by preparing future educators to engage in and build healing-centered schools. Bronx schools that begin the process of healing-centered transformation must educate their school staff about trauma, its impact on learning and behavior, and how staff can respond supportively to that behavior. Secondary education institutions can alleviate the burden of training future staff by adopting courses and curriculum materials that prepare future educators to use healing-centered and trauma-informed practices.

Universities are already engaged in this work at varying levels. For example, the University of Buffalo's Institute on Trauma and Trauma-Informed Care provides resources to help organizations become more trauma-informed.¹⁰¹ Similarly, the University of Chicago's TREP Project helps train educators to understand and use trauma-responsive educational practices.¹⁰² These universities and others can build on this work to develop healing-centered and trauma-sensitive curricula for future educators attending their institutions.

¹⁰¹ *The Institute on Trauma and Trauma Informed Care (ITTIC)*. University at Buffalo, Buffalo Center for Social Research. Retrieved on June 17, 2020, from: <http://socialwork.buffalo.edu/social-research/institutes-centers/institute-on-trauma-and-trauma-informed-care.html>

¹⁰² *Helping Traumatized Children Learn*. Trauma and Learning Policy Initiative (TLPI). Retrieved on June 17, 2020, from: <https://traumasensitiveschools.org/>

Statewide Partners

The movement for healing-centered schools should not end with the Bronx. This Roadmap was written to reflect the needs and voices of Bronx educators, students, and parents/caregivers, but the principles contained in this document can apply to schools around New York City and New York State.

Schools around the state – those that have begun the healing-centered transformation and those that are just beginning to explore it – can connect with one another to share ideas, educate one another, and support one another as they navigate the process of becoming healing-centered. The Healing-Centered Schools Working Group is committed to supporting this information sharing. In the next year, we will be launching the New York State Healing-Centered Schools Network. The goal of the network will be to bring educators, students, and parents/caregivers together to share their ideas, experiences, and the lessons they've learned. Participants can also identify statewide barriers that hinder healing-centered transformation and work together to remove or overcome them.

Appendix

Whether you are beginning your journey to understanding healing-centered practices, formulating your first Healing-Centered Plan, or charting a path for sustainability, the Healing-Centered Schools Working Group recommends these readings and resources:

Healing-Centered and Trauma-Sensitive Training

Your school community can access training on trauma-sensitive and healing-centered educational practices through the following organizations.

- The University of Chicago’s Trauma-Responsive Educational Practices Project offers a course entitled, “Understanding Trauma and Trauma-Responsive Educational Practices.” You can access the course here: <https://trep-educator.thinkific.com/courses/intro>.
- The National Center on Safe Supportive Learning Environments offers a variety of Trauma-Sensitive Schools training packages: <https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package>.
- Ramapo for Children specializes in professional development and offers a variety of workshops for school staff, administrators, and parents/caregivers. You can view their offerings here: <https://ramapoforchildren.org/services-programs/training/professional-development/>.

How to Create Healing-Centered and Trauma-Sensitive Organizational Change

Creating whole-school, system-wide change is an intensive process. This Roadmap lays out our recommended processes for organizational change. The following documents informed our recommendations, and they provide additional detail and insight.

- The Trauma and Learning Policy Initiative, a collaboration of Massachusetts Advocates for Children and Harvard Law School, authored *Helping Traumatized Children Learn*, a two volume series of publications that describes the impact of trauma on learning and lays out the Flexible Framework, a tool that schools can use to create a trauma-sensitive environment: <https://traumasensitiveschools.org/tlpi-publications/>.
- In 2019, the University of Buffalo Institute on Trauma and Trauma-Informed Care published the *Trauma-Informed Organizational Change Manual*, a step-by-step guide that any organization, including schools, can use to become trauma-informed: <http://socialwork.buffalo.edu/social-research/institutes-centers/institute-on-trauma-and-trauma-informed-care/Trauma-Informed-Organizational-Change-Manual0.html>.
- The University of Chicago’s Trauma Responsive Educational Practices Project has developed a Professional Learning Community. On this webpage, school community members can access information and resources to use on the pathway to becoming a trauma-responsive school: <https://www.trepeducator.org/plc>.

Resources on Academic Healing-Centered Practices

Our Roadmap outlines academic healing-centered practices, including strategies for effective social emotional learning and culturally responsive-sustaining education.

- This in-depth study conducted by the Harvard Graduate School of Education assesses twenty-five evidence-based social and emotional learning programs, issues recommendations, and provides tools for educators and practitioners to use: <https://www.wallacefoundation.org/knowledge-center/pages/navigating-social-and-emotional-learning-from-the-inside-out.aspx>
- NYU’s Metropolitan Center for Research on Equity and the Transformation of Schools issued this “Brief Guide to Making Your Schools More Culturally Responsive.” It includes specific recommendations related to curriculum, school culture, recruiting and retention, and parent and family engagement: <https://static1.squarespace.com/static/5bc5da7c3560c36b7dab1922/t/5e32fa7464c4842a2d764678/1580399221393/Brief+Guide+to+CRE+in+Schools.pdf>.
- The Education Justice Research and Organizing Collaborative at NYU’s Metropolitan Center also published one-pagers on Culturally Responsive-Sustaining Education that you can distribute to members of your school community. They are available in [English](#), [Spanish](#), Chinese ([Simplified](#) or [Traditional](#)), [Korean](#), and [Bangla](#). You can also find a one-pager specific to [Asian Pacific American communities](#).

Anti-Bias Education

As our Roadmap states, being healing-centered means being anti-racist. We recommend exploring the following organizations, training materials, and resources as you explore anti-racist education and practices for your school community.

- The People’s Institute for Survival and Beyond offers Undoing Racism and a variety of other anti-racist workshops. You can learn more about their programming here: <http://www.pisab.org/programs/>.
- Black Lives Matter at School has compiled a variety of teaching materials, including a 2020 Curriculum Resource Guide that features lessons for every grade level to challenge racism and build supportive classrooms. You can access those resources here: <https://blacklivesmatteratschool.com/teaching-materials/>.

- The National Education Association’s EdJustice site offers a variety of resources for school-based discussions of race and anti-Blackness. On the following page you’ll find classroom activities, classroom lessons, educator resources, art and activism materials, and information about the book, *Teaching for Black Lives*: <https://neaedjustice.org/black-lives-matter-school-resources/>.
- Teaching Tolerance, a nationwide coalition of anti-bias educators, offers a variety of resources including professional development. You can access their resources here: <https://www.tolerance.org/professional-development>.
- Enid Lee’s “[Looking through an Anti-Racist Lens](#)” offers questions for reflection, action, and critical analysis that schools can use as they identify anti-racist actions for their Healing-Centered Plan.

Restorative Justice Practices

A healing-centered approach to behavior and harm is a central tenet of healing-centered education. Review these resources for more information about restorative justice practices and alternative responses to school-based harm.

- In 2019, the Dignity in Schools Campaign released an updated *Model School Code on Education and Dignity*. That Model Code outlines a human rights framework for schools, including model restorative justice practices. You can access the Model Code here: <https://dignityinschools.org/toolkits/model-code/>
- In 2014, the Advancement Project collaborated with the American Federation of Teachers, the National Education Association, and the National Opportunity to Learn Campaign to publish a guide for educators entitled *Restorative Justice: Fostering Healthy Relationships & Promoting Positive Discipline in Schools*. This guide includes frameworks and action steps for educators looking to integrate restorative justice practices into all aspects of the school environment. You can access the guide here: <http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf>.

Miscellaneous

- Beginning in the fall of 2019, Rise Magazine began publishing a series entitled, “Surveillance Isn’t Safety” to document the harms of over-reporting to child protective services hotlines. In March 2020, Rise Magazine continued their series by issuing the “Rise Recommendations to Address Schools’ Over-Reporting to Child Protective Services.” The Healing-Centered Schools Working Group supports these recommendations and advises Transformation Teams to consider them: <http://www.risemagazine.org/2020/03/rise-recommendations-schools-over-reporting/>.

- *Community Schools: A Guide for Getting Started* offers needs assessment, community partnership, and change mobilization strategies that Transformation Teams may find useful. You can find a link to the guide on this page: <https://infohub.nyced.org/working-with-the-doe/community-school-partners/community-schools>.

COVID testing

To whom it may concern,

I am a public school parent and I am opposed to random COVID testing on my children. A decision like this Cannot be made without the parents support. Thank you for your time

Nicole Cilento

Sent from my iPhone

Dear Mr. Mayor DeBlasio,

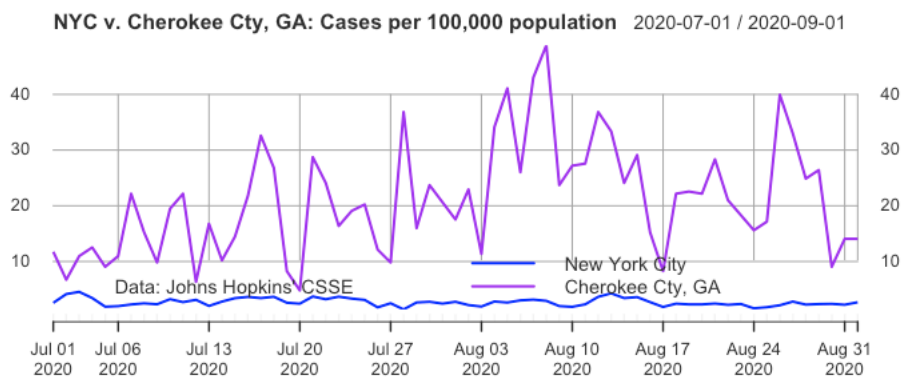
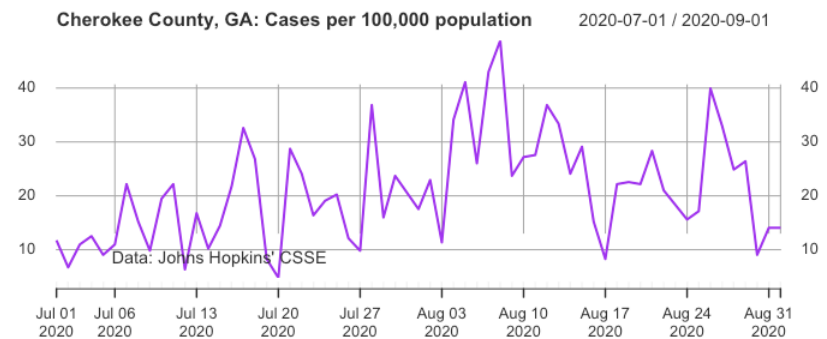
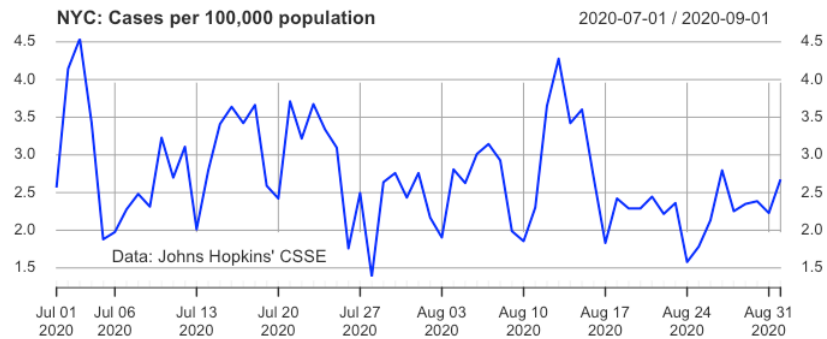
You know that NYC is not ready to open its public school buildings safely at the moment. Plans are still not solid and too many questions are still unanswered about safety, staffing, supplies, funding and structuring in person instruction. One week before school buildings are supposed to open, teachers do not have teaching schedules and Principals are still scrambling trying to meet the unrealistic expectations of the Instructional Guidelines that came out too late. Your plan to reopen school buildings is vague, rushed and it puts all people in NYC in the way of harm, disease and death. Please delay in person instruction, work out all details of a fair and safe school building reopening and save the lives of the people you work for: the people of NYC.

Sincerely,
Annamaria Horvath
Chapter Leader/Teacher
Rachel Carson HS
Brooklyn, NY

I am a resident of Council District 1. I personally prepared the graphs below based on publicly available data from Johns Hopkins University, with population and county/city area information from Wikipedia.

The graphics plot the number of confirmed cases of Covid-19 per 100,000 population in New York City, Cherokee county, Georgia, and both together. Schools were reopened on Aug 3 in Cherokee county and they saw a spike of over four times the Aug 3 level the next few days. Cherokee county has a population of 259,000 and covers 434 square miles versus 8.3 million and 303 square miles for NYC. Population density is 596 persons per square mile in Cherokee county vs. over 27,000 persons per square mile in NYC. This density measure does not consider family size - nuclear vs. multigenerational families living under one roof.

I am concerned DOE has not evaluated risks to the extended families, parents and grandparents, of its students. It would be appropriate to disclose risk evaluations, if done, to the public since disease transmission concerns all New Yorkers.



manohar kanuri
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NYC Council Hearing 9/3/20 - Chair Mark Treyger

My name is Dermott Myrie, I am a parent, educator, UFT chapter leader and member of the Movement of Rank and File Educators- the social justice caucus of the UFT.

In July, Mayor Bill de Blasio revealed that, due to demand, he would be reopening New York City's public schools. In the previous month, the Department of Education had [surveyed](#) parents, asking us if we would send our children to school *if it was safe*. Some of us responded. We had no idea that the mayor, who has control over the schools, would do everything he could to push through reopening, *whether it was safe or not*--and that he would be using our responses to that survey as justification for his actions. We'd assumed that public health experts, not a show of hands, would lead the way when it came to making what could be literal life-or-death decisions affecting over one million school children and the hundreds of thousands of employees who work in their schools. We parents are not the only ones reeling and questioning. Everyone connected to our schools--the custodians who clean them; the principals in charge of them; the community-based organizations that provide services or advocate for education justice; and of course the classroom teachers, nurses, counselors and others with whom our children spend their days; and our children themselves--we are all deeply, deeply concerned that the city is not ready.

As it stands, within days of school buildings reopening, we all will have drastically increased our risk of coming into contact with a carrier of the virus and/or becoming carriers ourselves. We echo the voices of the unions such as [NYSNA](#), [DC37](#), [CSA](#), [MORE-UFT](#); districts across the city such as [7](#), [9](#) and [12](#) here in the Bronx including the [letter from Bronx Science students](#); and community organizations like [AQE](#) and the [Healing Centered Schools Working Group](#) that have all published plans or letters in support of a delayed reopening of school buildings and increased resources for our communities.

For many children and teens, the precautions necessary to ensure a safe reopening, including wearing masks and remaining six feet apart, are anxiety-provoking and developmentally inappropriate, and they have the potential to create high-stress, heavily- and [disparately-policed classrooms](#) that further traumatize students. When we add in the risk that [beloved teachers](#) or family members might become ill or die, it's clear that the DOE is setting up our children and families for more trauma, even as they tout "trauma-informed" approaches. The on-again, off-again nature of the hybrid schedule, coupled with the possibility of schools periodically closing when infection hits, are the antithesis of the stable, consistent environment necessary for healing. For too many children, teachers, and parents, returning to schools will be far from a positive experience, nor will it be the return to school that everyone is longing for.

Do all that you can to create health care for all, expand financial support for families in need, and provide accommodations for workers who need to do childcare or for whom in-person work poses high risks for them or their household (including teachers



August 31, 2020

Councilperson Mark Treyger
Chair of the Committee on Education
2015 Stillwell Ave.
Brooklyn, NY 11223

Dear: Councilperson Treyger:

NYC local officials know me through our son, Blake Ansari. He has Blake Mini Libraries in NYC and San Francisco. Through the support of Mr. Tyrone Bowman, Office of the Manhattan Borough President, and Councilmember Helen Rosenthal, Blake is known as America's youngest philanthropist. Councilmember Robert Cornegy met Blake when they were recipients of the "Citizen of the Year Award" from Omega Psi Phi Fraternity, Inc. Thus, I write because I personally know the compassion that councilmembers have for NYC children.

July, Senator Chuck Schumer said people around the world come to NYC, thus our schools must re-open for the economy. I am pleading the NYC Council does not put capitalism before its children! I am one of the authors of "Dealbreakers", published in the *Washington Post*. Now more than ever, please demonstrate your compassion for the most vulnerable New Yorkers, i.e. Black children like Blake Ansari.

Yes, America is ranked first in the world financial center. Yes, America's place in a fragile global economy grows weaker as the Whitehouse's contradictions of our democracy are on display to the world. However, that is not the fault of our children! America's Black children are not only grappling with the threat of losing their parents from COVID19, they witnessed Police Officer Sheskey hold Mr. Jacob Blake by his shirt and shoot him 7 times in the back. Our children haven't had time to heal from the lynching of George Floyd. The stains of America's racial inequities are in the eyes of people around the world and continually destroys the souls of our Black American children. Those stains also have given NYC its brand "Tale of Two Cities". Those stories are narrated daily in NYC's racially inequitable educational system.

At the age of 12, Blake would have had the Living Science Regents under his belt. But, he is not depressed by that. Blake stated he is not returning to school, because he is afraid of the police and COVID19 in schools. Plus, his grades improved during online learning. He attends a predominantly BIPOC school. If NYC Council focuses on our most vulnerable children and their families, then NYC could begin working toward education equity while keeping all New Yorkers safe. The very pale pink on the COVID19 NYC Death Rate Map indicates a very low death rate in that area. Councilmember Treyger, no Black

community is very pale pink! In March I loss three friends. All Black male executives. One worked for Turner Construction, the other a MD in Brooklyn and lastly a CFO of a mental health center.

I am asking NYC City Council to:

- ✓ invest in broadband, so Black families don't have to choose between a high school diploma and a death certificate.
- ✓ work with Ms. Abigail Disney to ensure millionaires and billionaires invest in Black children as well as English language learners and children who have an IEP and 504 designations,
- ✓ work with our millionaires and billionaires to create a NYC Public House broadband fund that may be managed by The New York Community Foundation. Broadband can be delivered through streetlights for our children.
- ✓ request Microsoft, Google, and Apple donate laptops to middle and low income families (less than \$70,000) The device given to Blake had no audio.,
- ✓ negotiate with Spectrum and Verizon no charges for families earning less than \$70,000, and
- ✓ speak with houses of worship, corporations, and business to find spaces with better ventilation, so children will not have to travel on public transportation.

Councilmember Treyger, Blake launched *Blake Mini Library* when he was six years old. When asked why he started Blake Mini Library he replied:

“When you listen to the community, learn from the community, and help the community, you connect to your best self,”

Councilmember Treyger, help NYC connect to its best self. NYC is one of the largest and the most overcrowded school systems in America. If Los Angeles is not opening, then how can we? PRESS, NYC wants our schools to open only when it is safe for all children and all children can reach their fullest learning potential.

Thank You,

Starita

M. Starita Boyce Ansari, Ph.D.
Founder/ Director of Social Innovation
The New 3RS, Inc

compassion@thenew3rs.org
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NYC, NY 10023

To Chairman Mark Treyger and the Members of the Committee on Education of the NYC City Council:

I am respectfully writing to ask that you demand that the Department of Education open schools remotely, not in person, this fall. I am a parent of two young children and a career educator with nearly twenty years in the City system.

The delayed Sept. 21 opening provides a scant two weeks for more than 1,800 aging school buildings to get their ventilation systems functioning safely. We all know this is entirely unrealistic. These buildings have been poorly maintained and neglected for decades. At my son's school in Brooklyn, a student bathroom with crumbling ceiling tiles was not repaired-- in spite of multiple requests by school administration to the district office-- until the ceiling literally fell down on top of children. How can rationally-minded people imagine that the DOE will do any better for the herculean task of inspecting and upgrading 1,800 buildings in which ceiling tiles are the least of our worries?

Public health experts say that open windows and fresh air are the safest means of circulating air in a COVID context, yet most of the windows in the school building where I work will not open more than an inch or two. There is minimal circulation in my classroom. In the twelve years I have worked there, one or more HVAC units have been broken on any given day. And I'm lucky enough to work in a "good" building! I've visited other DOE sites which feature windowless rooms or windows that don't open at all. How can we expect teachers and students to go into these rooms, and not expect a sudden and dramatic rise in the number of positive COVID cases?

I am pleading with you: do not let this unsafe reopening plan go forward.

Warmly,

Emily Fink
Eleanor Roosevelt High School



New York City Council Committee on Education

**School Reopening Hearing
September 3, 2020**

**Testimony of the New York Immigration Coalition
Submitted by Steven Choi, Executive Director**

Good afternoon and thank you Chair Treyger and members of the New York City Council Committee on Education for the opportunity to testify. My name is Steven Choi and I am Executive Director of the New York Immigration Coalition, an umbrella policy and advocacy organization of around 200 groups serving immigrants and refugees across New York State. The New York Immigration Coalition (NYIC) has a distinguished track record of improving Multilingual Language Learners' and immigrant students' access to resources, working with the New York City Department of Education (DOE) to address barriers immigrants face, as well as supporting adult literacy programs across the city with the NYIC's Education Collaborative and NYCCAL, the New York City Coalition for Adult Literacy. Our member organizations specifically serve the needs of immigrant communities - including newly-arrived immigrants, low-income families, and youth and adults with limited English proficiency.

The NYIC wishes to thank you, Hon. Council Member Treyger, and for your tireless support of equitable, safe schools and we wish to express our deep appreciation to the City Council for its investment in adult literacy funding and services over these past four years.

Nearly half of NYC students speak a language other than English at home, and they deserve an equal shot at a quality education in a safe environment. Even following Tuesday's modest delay, we still must make sure that *all* the key elements are actually in place and the key questions are actually

New York Immigration Coalition

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answered so immigrant families and youth, teachers, school leaders and staff are safe and everyone feels prepared going back to school.

The fact is that immigrant children - and communities of color - are in a disadvantaged position when it comes to online learning, and there's a real danger of these students falling further behind. However, education can not come at the expense of the health and safety of our school communities. Immigrant families have been hit very hard by COVID-19. Immigrant neighborhoods have seen so much of the death and illness that COVID has wrought upon New York City.

Immigrant families are both disproportionately affected by the virus and often depend on schools as child care during the day--as more than half of our frontline essential workers are immigrant New Yorkers. We know that immigrant families are agonizing over the lack of full time in-person school and child care options and that many have no choice but to leave their young children home with slightly older children.

And we know that immigrant families are agonizing over the safety of sending their children back to school, especially at a time when even principals have been raising dire concerns. We absolutely must make all the right preparations to ensure everyone's health, safety and educational progress at schools across the city, especially now.

Equitable Access to Information

A key piece of ensuring real safety and being prepared to open is having a system in place that is quick and efficient to get information to immigrant families in their home language. They need to be informed as soon as other parents are informed.

We have heard overwhelmingly from our members since March that communication with immigrant families has been inconsistent and insufficient. The digital divide and language access barriers have led to widespread confusion among immigrant families about what is happening with



their children's education. Beyond language barriers, the lack of clear communication plans, and the over-reliance on website or electronic communication has left many immigrant families at the back of the line in terms of devices, child care, food access, and academic supports. We are especially concerned about how families will be kept fully abreast in this changing, tumultuous situation where so many questions are being answered at the very last possible minute, which complicates getting things translated, and makes it harder to do essential outreach over the phone to families in time.

Information is also essential to ensuring that parents have a chance to be ready for blended learning or remote learning, that they've got the devices they need all ready to go, that they've done what they need to do to give their kids the best start they can. It's also essential for immigrant parents to know what's going on if there are temporary or long-term classroom or school closures. Immigrants often lack a child care net, and don't have many options when schools are closed. This situation is exacerbated when closures could occur at any time with very little notice. The City's child care plans have been sorely lacking. Parents need to have realistic options they can access in the event of a closure, and must know of these options well in advance so they can be empowered to act quickly and make informed decisions.

Immigrant families need information not just in this moment, but throughout the next school year as the situation continues to evolve. We've called on the Department of Education to better communicate with immigrant families, and have had some progress, but the City needs to do more. Access to timely and critical information is essential for all families, including immigrant parents who like every New York family, must rely on that information to make informed decisions when so much is on the line.

Equitable Opportunity to Provide Input



To ensure Limited English Proficient (LEP), immigrant and Multilingual Learner(MLL)/English Language Learner (ELL) families receive the supports they need and deserve, we have recommended that the City conduct a phone-call based survey of approximately 500 LEP and ELL families (including high school age ELLs) to understand their remote learning challenges and best practices and get their feedback on how to move forward with remote/blended learning in a more equitable manner for immigrant communities. Conducting surveys largely online is problematic as many immigrant parents do not know about the 311 option or find it inaccessible due to large wait times on calls and language access issues.

We are encouraged that the Department of Education has listened to this recommendation from community leaders and has moved forward with developing questions. But the City has not yet identified all the people needed to conduct the calls. Given the importance of this issue, it is critical that it not get roadblocked by a lack of investment in deploying culturally and linguistically competent individuals to conduct the calls. This is not a “nice-to-have,” it is an essential step in ensuring that remote learning is improved for those among the most disadvantaged by remote learning, and that a huge portion of our public school families have a chance to share their input.

Reparations for Damage Done

As we work to make blended and remote learning as effective as possible for all youth, we must actively work to address the undeniable damage it has already done. Remote learning has left many MLLs/ELLs behind; many of them did not receive devices in a timely manner and many families faced barriers in accessing those devices and remote learning due to a lack of English and digital literacy skills. This was particularly so for younger students who had to fully rely on their parents, who frequently lack both English literacy and digital literacy, to access remote learning. Many MLLs/ELLs



did not receive the supports they have a right to receive in order to learn English. This must be made right, and two strategies will be central to that effort.

Increase Access to Programs that Meet Immigrant/MLL/ELL Students' Needs

We call on City Council not to forget the longstanding need to create an adequate number of quality seats in transfer schools that can successfully serve older immigrant youth, particularly newcomers 16 - 21 years olds, in NYC's outer boroughs. An analysis done by the Migration Policy Institute using Census data found that even before COVID-19, NYC was home to approximately 4,200 high school-aged newcomer immigrant youth age 14-21 who have not been enrolled in school and who do not already have a high school diploma. Of those, over 90% are 16 to 21, which is the toughest age range to find adequate placements. This number has very likely increased due to COVID-19, as remote learning accelerated additional youth's disengagement from programs that didn't meet their needs like those in transfer schools do. While the City works to open blended learning across the boroughs, we must remember that thousands of immigrant youth were not even in school in the first place because they lacked access to programs that met their needs even during "normal times."

Invest in Adult Literacy to Address Root Causes of Inequitable Remote Learning

New York City's adult literacy system is incredibly well positioned to remedy many of the foundational problems that have made remote learning so inequitable for immigrant families. P-12 remote learning has not worked for so many immigrant families because parents haven't been able to access English, technology and systems navigation skills that are absolutely necessary to meaningfully engage in online learning. Although immigrant parents could obtain these critical skills through remote adult literacy classes, parents do not have adequate access to seats in these classes, nor internet connected devices for this express purpose. Lack of access to critical adult literacy



classes is a longstanding problem, but the impact of this problem has never been greater; it has done nothing less than render it impossible to educate many of our most vulnerable children during this pandemic.

Currently, there are approximately 2.2 million adults in New York City who lack English language proficiency, a high school diploma or both, of which over 75% are immigrants. Yet public funding for adult literacy education is so limited that only 3% of these 2.2 million adults are able to access basic education, high school equivalency, or English language classes in any given year. Many of these adults are also parents of young children; statewide, there are over 411,000 parents of young children who are limited English proficient, many of those here in NYC. Many of these adults are the grocery store workers, delivery workers, and home care workers who have risked their lives to maintain their livelihoods and to care for us all. Others are the restaurant workers, salon workers, and domestic workers who have lost their jobs and incomes during this pandemic and face a harsh reality with no safety net. Adult literacy education – and the additional support services that adult literacy programs provide – will play a vital role in the coming year to help stabilize the lives of many of our most essential, yet vulnerable, fellow New Yorkers. Adult literacy programs have the potential to now reach thousands of adults who may not have been able to dedicate the time to continue their education in the past, individuals who may now be able to pursue their HSE, or ESOL students who could be working on learning English using web-based curricula. The educational gains made during this time can prepare our adult learners to help restart the economy instead of leaving them even further behind.

Adult literacy classes provide the basis for our immigrant community to navigate every aspect of life in a new country. This is especially important for immigrant parents of young children who are limited English proficient, and even more essential in times of crisis such as now. Parents of young



children are their child’s most important resource in accessing education services, healthcare, and other necessary services. Adult literacy classes provide parents with the opportunity to acquire these necessary skills and also support their children throughout their own education. This gap in English and digital literacy has become even more dire as so much of the educational system will remain remote . Those parents, and especially parents of young children, who have not had access to these essential programs have struggled to keep their children engaged and involved in their schooling. A lack of digital literacy knowledge and access, in particular, has meant some students of immigrant children have lost weeks to months of valuable educational time and support because their parents did not themselves have the access and knowledge to connect. These gaps will only grow larger if the city does not sustain and expand its adult literacy funding. In a city committed to immigrant rights, justice, and opportunity, for our increasingly diverse community, failing to adequately support city-funded English language and literacy classes would be an abandonment of the thousands of adults who benefit from them and of their children who rely on them for support.

The New York Immigration Coalition thanks Chair Treyger for this opportunity to testify and for his commitment to our children, families, school staff and quality education as the bedrock of New York City’s success. Immigrant families and their children are falling behind as our city races to respond to COVID-19 and its aftermath. We must ensure that our families are not left even further disadvantaged by a lack of supports that could widen the gap of educational attainment.

Thank you again for the opportunity to testify.

Submitted by:

Steven Choi, Esq.

Executive Director

New York Immigration Coalition

schoi@NYIC.org

Testimony of Irwin Redlener, MD

Senior Research Scholar; Director, Pandemic Resource and Response Initiative (PRRI), Founding Director, National Center for Disaster Preparedness, Earth Institute at Columbia University; Co-Founder and President Emeritus, Children's Health Fund
September 3, 2020

NYS Committee on Education: Hearing on Resolution No. 1410-2020:

Calling on the New York City Department of Education to delay the reopening of public schools until each school meets the safety standards children and school staff require

Thank you for the opportunity to testify before this committee. As the start of the new school year approaches, we continue to face daunting challenges of ensuring that our educational facilities – and staff – are prepared to teach our nation's children in the new Covid-19 landscape.

The disruption to our education system and our children's routines has not been easy. I say that not only as a pediatrician, a disaster preparedness expert, and a life-time child advocate – but also as a grandparent of three children enrolled in New York City's public school system.

I'm pleased to say that the recent agreement to delay the reopening of public schools until September 21st is an important step in ensuring that our learning facilities are adequately prepared for what is sure to be a challenging school year. It is crucial that our children get back to school – it is not a question of if, but when. To that effect, I deeply appreciate that New York City's schools are preparing to reopen with the most stringent guidelines and protections put in place among large U.S. cities.

Nonetheless, there are several points I want to address that I believe could improve the learning environment and better protect the thousands of New York City children that will be returning to school.

First, I applaud the City for its shift to require monthly, randomized testing of students and staff beginning in October. Such random sampled testing of students and faculty is critical to monitoring the spread of the virus within the school and broader community. Yet while I applaud this agreement, I also believe it is insufficient. To rapidly identify and isolate viral outbreaks, coronavirus testing must be more frequent. Ideally, weekly or even daily tests of students and faculty should be administered at public schools. While it would be challenging to implement such a testing regimen currently, the prospect of point-of-care rapid testing appears increasingly likely to supersede current laboratory diagnostic tests. By adopting a more rapid and frequent testing system, New York City students and staff would be better protected from the risk of flare-ups or community outbreaks.

Secondly, I want to highlight the use of REC's, or regional enrichment centers, for New York City youth. These may be replaced by a new Department of Education program called Learning

Bridges, a potentially excellent resources for children, 3-K – 8th grade, of essential workers and others. These facilities can and should serve a crucial purpose in providing children access to supervised safe spaces with remote learning capability. It is well understood that online learning is inequitable, and disadvantages the children who may not have access to high speed internet, quiet places to learn, or whose families may not have the ability to provide supervision or child care outside of regular schooling. The role of REC's helps to alleviate these inequities and provide those safe and supervised spaces for families in need of them. It is my understanding that the use of REC's has been suspended, or dramatically reduced, with the expected school reopening. I believe that these centers should play a central role in the upcoming school year for both students and working parents.

Third, I must add that I am surprised and disappointed at the absence of New York's high (very high) net worth individuals, who have not stepped up to provide resources in terms of funding, space, and idle workers to help New York's children get back and stay back on a positive educational trajectory. Where are they?vb

Lastly, and most broadly, I want to contextualize the risk associated with reopening schools. I am comfortable with the steps that New York City is implementing to prepare classrooms: updating classroom ventilation systems, assigning a school nurse to every building, and instituting a robust testing system for students and educators. Yet I am not optimistic that – despite these measures – our schools will remain Covid-free. As we are currently witnessing in our nation's colleges and universities, the reopening of schools is likely to lead to the increased community spread of Covid-19. While it is essential that our schools reopen and our children return to the classroom, the risk of viral spread remains high, and we must be vigilant.

And it is extremely important, too, that ensure that teachers have the training and support they need to implement high quality remote education.

In conclusion, I am supportive – and cautiously optimistic -- of the reopening of New York City's public schools. But I am also realistic that we must be prepared to rapidly close those same schools or classrooms in the event of Covid-19 infections. While I am concerned of the risk that we may yet face a second wave of Covid across the U.S., we ought to be equally concerned with the importance of ensuring that our children can continue to their learning, and do so safely.

Thank you.

My name is Shakera Oliver. I am a resident and parent in District #23, in Brooklyn. During the height of the pandemic, there were constant nightly sirens, with double lanes to enter the emergency room of our nearest hospital, Brookdale. There were multiple sirens and police escorts and there was no amount of distraction which could take your mind off the urgency to save lives. The same community lost the first administrator at Brooklyn Democracy Academy.

This pandemic has impacted the Black and Latino lives in my area of Brooklyn. With schools re-opening, in an unsafe manner, they will once again be disproportionately targeted for their health and safety with a double burden. Over half of all Bed-Stuy schools currently have issues with ventilation according to the Brooklyn Eagle newspaper. Parents are trusting that elected officials are making the right decisions and keeping them informed each step of the way but that isn't the process.

Research states that when schools establish effective family engagement, students benefit. The City has not engaged parents effectively on key issues on the necessity for remote learning, support for multiple children learning at home, and proper usage of remote learning platforms. These impacted communities will require more accountability, mental and social emotional support as schools reopen and sufficient community engagement in reopening planning. The federal government establishes parents as stakeholders within school environments.

We've lost over 23,500 New Yorkers to Covid-19 already, especially in the communities already most impacted by Covid-19 where infection rates are still higher and schools have less resources to implement safety measures. Solicit help from organizations qualified to assist with testing, and connecting data such as schools.takeaction.xyz.

One of the health protocols released by the city on July 30th outlines that if there one case, only the class is close.

While the may be a measured safeguard level for a general education class, this does not work in a D75 model as adequate for contact tracing. Consider the following;

- 95% of all District 75 students are bused to school, and the buses are not broken down by classes. For example, a bus will have students from classes V01, V02, X01, etc. Bus runs are up to two hours long: even medical clearance for reduced run has those most needy students on the enclosed bus for 40 minutes. In fact, the majority of bus runs are hared between sites and even other schools.
- A majority of students receive related services (speech, physical therapy, occupation therapy, and counseling being the major 4), and those providers share more than one class or even in some cases the entire site.
- A significant portion of the students require direct supervision and cannot be left home alone, such that many go to only a few set after school programs (like the Samuel Field YMCA. (Now, on their at-home weeks, they are going to such places as well.)
- Mealtimes are instructional for many 12:1:4 and 6:1:1 students.

For these and numerous others reason, the rule for one case closes a class in the D75 population should be **amended to be one case closes down an entire site** (at a minimum) for any contact tracing and any quarantine to be effective.

Opening NYC schools in September is dangerous and reckless for the entire school community and will disproportionately affect people of color and those without healthcare. COVID-19 cases will increase exponentially and schools will have to quickly close regardless. This is not a question, but a certainty, as this has happened countless times already, within our country and within other countries as well. Our best plan of action is to start the school year remotely, with online learning, at least until an effective vaccine and/or stringent, well-funded and well-managed safety protocols are developed.

Texas, Georgia, Missouri, Oklahoma, Alaska, Nevada, Idaho and Montana, are among the states with the highest percentage increase of child infections from school re-openings, as reported by the American Academy of Pediatrics (AAP) and the Children's Hospital Association.

Since the re-opening of schools, Florida has seen a 191% increase in children who are infected with the coronavirus. At Georgia Tech, the number of coronavirus cases has more than doubled since last weekend, when on-campus classes have resumed only two weeks ago. Already in the second half of July alone, 338,000 U.S. children have tested positive through July 30. The AAP report, which includes data from 44 states, notes up to 8.8 percent of child COVID-19 cases required hospitalization. And please keep in mind that not all families have health insurance, so hospitalization could potentially destroy their finances.

Schools in several states, including Indiana, Louisiana, Oklahoma, Tennessee and Georgia have closed in-person learning in August, after students and staffers tested positive for COVID-19. Several school superintendents have also tested positive, shortly after the re-opening of schools.

Within days of schools reopening, a school in Jerusalem had quick infection rates, with 154 students and 26 staff members infected with the coronavirus. Eventually Jerusalem's Education Ministry closed more than 240 schools and quarantined more than 22,520 teachers and students.

This will be the fate of NYC schools also, if we do not start the school year safely with remote learning. We must take pre-emptive care not to put our children and school community at risk. Children and school staff in NYC will be forced to take public transportation in order to get to school, and will furthermore exacerbate their chances of getting infected. Furthermore, many schools in NYC are overcrowded, with several schools sharing just one campus, making social distancing impossible! There are not enough school nurses, not enough PPE, not enough accurate and fast testing, not enough contact tracing, not enough proper ventilation... there are simply not enough, to ensure that our children and school community will be safe!

Furthermore, the U.S. Centers for Disease Control and Prevention found that a new, more dangerous COVID-19 condition known as Multisystem Inflammatory Syndrome in Children has struck children of color far more often than whites. From early March through late July, the CDC received reports of 570 young people -- ranging from infants to age 20 with the condition, the *New York Times* reported. Of those, 40 percent were Hispanic or Latino, 33 percent were Black and 13 percent were white. Ten died and nearly two-thirds were admitted to intensive care units, the report found.

Please keep our children and staff safe! There are too many unknowns about the novel coronavirus, and we cannot risk the health and safety of our youth as well as our community!

SOURCES:

<https://www.usnews.com/news/health-news/articles/2020-08-10/as-schools-reopen-report-shows-97-000-us-kids-infected-with-covid-in-late-july>

<https://www.nytimes.com/2020/08/04/world/middleeast/coronavirus-israel-schools-reopen.html>

<https://www.scientificamerican.com/article/schools-have-no-good-options-for-reopening-during-covid-19/>

<https://www.wsj.com/articles/schools-are-reopening-then-quickly-closing-due-to-coronavirus-outbreaks-11597700886>

<https://app.smartsheet.com/b/publish?EQBCT=00a2d3fbe4184e75b06f392fc66dca13>

Tracey S <traceysheu@gmail.com>

Education Committee Hearing. Res. 1410-A – September 3, 2020

Honorable Council Members and City Leaders,

My name is Paullette Healy and I'm a member of the Citywide Council for Special Education and a parent member of Parents for Responsive Equitable Safe Schools (PRESSNYC). I am here to speak out against the blatant disregard for our students and families in Special Education in the latest DOE re-opening plan. Our students make up 20% of the total student enrollment in NYC schools and need very specific supports and structures in place. Yet a canned response from schools such as "we will get to it when we get to it" or "we will figure it out" does not tell our parents how related services will be provided. It does not tell us how an ICT class will look in a blended learning model. It does not tell us if adapted phys ed will be restricted because our kids can't keep a mask on. And it does not tell us who is taking our kids to school with no bus contract in place. Not to mention the lack of necessary PPE that is needed for our Paras who provide toileting services or the lack of ventilation in school basements where a lot of Co located D75 programs are housed. The fact that the Chancellor isn't here today speaks volumes but it falls in line with how he has continued to ignore our special education families and disrespects outspoken, traumatized families and students overall. The Chancellor cannot talk about putting our most vulnerable population first without addressing these deal breakers. Ventilation issues will not be resolved in 10 days. Right now we have reports from families getting calls from their schools asking them to remove bussing off their IEPs. Students in Horizon programs are being displaced into community settings without parents consent. COVID hasn't disappeared. I buried my aunt 2 weeks ago. My brother is an MTA worker still feeling the effects left behind from having COVID back in April. He still has trouble taking a full breath. Our children are in tears begging you not to sacrifice their wellbeing. Our school staff are not expendable. No plan is acceptable until our concerns are recognized and respected.

Lastly, I just wanted to acknowledge and thank the City Council members here for your continued service and providing all those here a platform to express our collective concerns. Special appreciation to Council Member Justin Brannan who represents South Brooklyn in District 43. He ran on a platform of Love All Serve All and he is not only a man of his word but a true man of the people.

In Solidarity-Paullette Healy

The “plan” to reopening school buildings is not a plan; it is a set of protocols that anyone who has ever been an educator knows will not be feasible to implement. No one who teaches was part of these plans, and it shows. Teaching is a human endeavor, and these plans have stripped all humanity from the policer, enforcer, information dumping robot. No plans have been made to deal with mass public transportation, on which the majority of my students rely to commute to and from our school building. The building itself is 90 years old and has windows that open, which seem to be the only requirement to meet the proper ventilation item on the 50 point checklist. I am a parent with 2 children in the public school system and we have opted full remote for both children as we do not trust the city to ensure the safety of anyone within the educational system or the public transit system. Listen to those whose lives you will directly impact - do not open the school buildings!

d75 preschool - early elementary will

not be able to wear mask. most of the children require hand over hand and need help

with bathrooming and or diaper changing. My children have difficulty with own person space and often mouth items. Will the staff get hospital PPE x each child x 4 times a day at minimum. How do we protect our most fragile children.

what about related service who sees children from different classes will

they be allotted ppe x children per day plus meal times? how will speech rooms be disinfected between children when now we barley have 5 minutes between each session to get kids and start the sessions.

outside learning how does that work for children who are runners and no safety awareness. child who have peer of protections against parents or family members. how do we ensure safety out side

Public Health Dangers of Premature Re-Opening of Schools during a Pandemic

Dear Chairperson Treyger and All Education Committee Members of the City Council:

Thank you for your work on behalf of the residents of New York City.

I write you today *not* strictly as a veteran teacher within the NYC Public Schools whose health and safety, and that of my loved ones are endangered, by a premature and ill-planned school re-opening.

I also write today *not* strictly on behalf of my beloved students, whose health and safety and that of their loved ones are likewise endangered by a premature and ill-planned school re-opening.

No-- There is a *far* bigger and *more dangerous* concern: That of the health, safety, and welfare of the entire general public of all of New York City!

Consider basic numbers only, please: Even if “only” 30,000 educators reported physically to work each day, and even if “only” 200,000 students attended daily on *some* variation of a “staggered” or “alternating days” schedule, ALL of these individuals would be exposed *not only* to each other but to *many other people* on public transportation, in local shops, and then to their families. And this would rotate and continue *every* day, with the threat of viral transmission growing exponentially each and every day.

The Mayor recently said something like “Outdoor dining would depend on how well school re-opening goes.” I respectfully suggest this is *backward* thinking; even though restaurants are an economic driver, the *lives* of the *many* individuals involved in Education on all levels— and their loved ones— are far more important!

The upstate examples of Cornell University and SUNY Oneonta are only the most recent examples— many also nation-wide— of university and/or public school systems opening only to find COVID-transmission rates skyrocket and then face immediate closure!

We can NOT allow this to happen to the LARGEST City in the country and the LARGEST school system in the country!

Please: Do what is within your power to slow-down the re-opening of schools in some way that is logical and safe so that we—as a City—do not return to the horror days of March to May!

Sincerely,

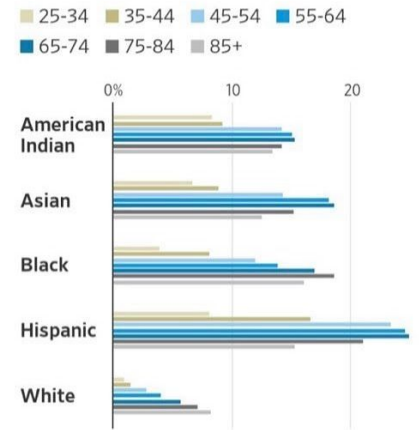
Giancarlo Malchiodi
Lifelong Educator
gmalchiodi@gmail.com

Our country and specifically our city has a long history of ignoring inequality. It is a fact that a majority of NYCDOE students are Black and brown. It is a fact that we have always allowed those students to be stuffed into buildings with leaky pipes and poor ventilation. It is a fact that those students have suffered disproportionately at the hands of Covid.

Sending those students back into those buildings is a racist act because we know that we are risking the lives of working families that can not afford to be sick. The chart says it all. White people are not genetically predisposed to survive covid better. Years of systematic oppression have put us at the top of a system that is working exactly as it was designed to work. Look back at the constitution and see how a Black man is valued when compared to a white man. Then take another good look at the death rates by race and age published in the New York Times. It's just not right. Keep the schools closed. Invest in quality remote learning. Invest in actual safe childcare by distributing students to all approved buildings based on the families with the highest need.

SYSTEMATIC RACISM HAS FATAL CONSEQUENCES

Covid-19 deaths as a share of all deaths for each age-race group



Testimony

Good evening, the purpose of my testimony is to address concerns regarding reopening schools during the COVID crisis. I currently work as a social studies teacher in a predominately latino/black school and I am concerned with what protocols are put in place given that this virus has disproportionately impacted these communities. I believe that in the interest of protecting our students, staff, admin and our respective families we should begin with virtual learning and transition into blended learning once there is a thorough plan that will prevent COVID. Proceeding without these precautions will be gambling with the lives everyone involved in education. Thank you

Raphael Nelson

RENTAL APPLICATION

- There is a non-refundable fee of \$ _____ /adult to apply.
 Each Adult (18 or older) must fill out a separate application

Rental Property Address: _____ Application date: _____

APPLICANT INFORMATION

FIRST	LAST	MIDDLE INITIAL	SS#	DATE OF BIRTH
Alexander	Arzon		077-82-9459	04/18/1976
CURRENT STREET ADDRESS	CITY	STATE & ZIP	HOME PHONE	CELL PHONE
586 President St #4D	Brooklyn	NY 11215	9179917023	9179917023

ALL OTHER PROPOSED OCCUPANTS	BIRTH DATE	RELATIONSHIP TO APPLICANT
Claire Arzon	06/13/83	Wife
Aaron Arzon	06/11/2012	Son
Maya Arzon	03/19/2015	Daughter
Raisa Vltshteyn	11/11/53	Mother-in-law

APPLICANT'S REFERENCES

NAME	ADDRESS	PHONE
1. Zoriano Reality	598 President Street, Brooklyn, NY 11215	718) 222-8162
2. Michelle Tsai	586 President Street, Brooklyn, NY 11215	
3. Karina Melamed		

RENTAL/RESIDENCE HISTORY

	Current Residence	Previous Residence	Prior Residence
Street Address	115 Paddle Boat In	586 President Str	2047 Gerritsen Avenue
City	Factoryville	Brooklyn	Brooklyn
State & Zip	18625	NY 11215	NY 11215
Last Rent Amount Paid	\$2,200	\$3,660	Owned
Landlord Name and Phone #	Nasser RE 570 466 0889	Zoriano.see above	self
Reason for Leaving	Summer term rental	Covid	Move closer to work
Dates of Residency	From/To May-1 - Aug -30	From/To Feb 2018-present	From/To Apr 2011 - Feb 2018

EMPLOYMENT HISTORY

	Current Employment	Previous Employment	Prior Employment
Employed By	JP Morgan chase	Goldman Sachs	
Address	575 Washington Blvd, NJ	07310 NY/NY	
Employer's Phone	201-595-5065	800 323 5678	
Occupation	Computer Programmer	Computer Programmer	
Name of Supervisor	Jacob Manukyan		
Monthly Gross Pay	\$270,000 ann.		
Dates of Employment	From/To 04/2015-present	From/To 05/1998-04/2015	From/To

VEHICLES (Include vehicles belonging to other proposed occupants)

Make	Model	Color	Year	License Plate
HONDA	CRV	RED	2014	GLU6533

CREDIT HISTORY

	BANK/INSTITUTION NAME
CHECKING	CHASE
SAVINGS	CHASE
CREDIT CARDS	CHASE/CITY/AMEX

Have you declared bankruptcy in the past seven (7) years? Yes ___ No X

Have you ever been evicted from a rental residence? Yes ___ No ___

Have you had two or more late rental payments in the past year? Yes ___ No X

Pets: (provide description)
 Yellow Labrador, 11 Y.o. 60 lbs, Delight Labrador Pretty in Pink



ADDITIONAL SOURCES OF INCOME

If you have other sources of income for us to consider, please list income, source and person (Section 8, interest dividends, banker, employer, etc.) who we may contact. You do not have to reveal alimony, child support, or spouse's annual income unless you want us to consider it in this application.

- 1. _____
- 2. _____
- 3. _____
- 4. _____

ADDITIONAL INFORMATION: Please give us any additional information that might help the landlord to evaluate your application

NOTICES: All information I/We have provided is true. To verify the information, I/We direct the landlord or the landlord's agent to ask questions about me or us. I/We waive all rights of actions for consequences as a result of such questions. I/We agree and authorize and give permission to the landlord or the landlord's agent to perform credit, criminal background and other checks as the landlord deems advisable on me/us. I/We agree to pay \$_____ for the credit check.

AUTHORIZATION

Release of Information

I authorize an investigation of my credit, tenant history, criminal background and employment for the purposes of renting a dwelling unit to be occupied by myself and the persons listed on this rental application as our primary residence from the landlord.

Alexander Arzon

Name (please print)

Alexander Arzon
Signature

07/16/2020

Date

Name (please print)

Signature

Date



Testimony of Shino Tanikawa
before the New York City Council Committee on Education
in Support of the resolution calling on the New York City Department of Education to delay the
reopening of public schools until each school meets the safety standards children and school
staff require (Resolution No. 1410-2020)

September 5th, 2020

Thank you for the opportunity to submit this testimony on the resolution regarding school reopening. My name is Shino Tanikawa and I serve on the Community Education Council District 2 as a Manhattan Borough President's appointee. I also co-chair the Education Council Consortium, a citywide organization comprised of Community Education and Citywide Council members. This June I completed my last school year as a NYC public school parent after 21 years. Although my perspectives are informed by the roles I have played, the opinions shared in this testimony are my own.

Thank you, Chair Treyger, for bringing the issues around school reopening to the fore and calling for a delay in reopening. I agree that we are not ready to reopen schools. I am in full support of the position taken by the [Parents for Responsive Equitable Safe Schools](#) (PRESS) and agree with many of the speakers from the Committee hearing. I also believe we need to rethink the entire planning process.

The pandemic has painfully illuminated the inequities in our public school system. It has been a wake up call to many of us: we cannot continue business as usual and we need to begin to change the system that has historically disempowered and disenfranchised so many students and families. Any planning or policy that does not center the needs of our most marginalized students and their families should be considered unacceptable. With all the rhetoric of Equity and Excellence, I do not see the current planning process and the plans prioritize the needs of the most marginalized.

I do not underestimate the enormity of the task of planning for reopening. With more than one million students, nearly 80% of whom live in poverty, 10% in temporary housing, 20% with disabilities and 15% Multilingual learners, our school system is extremely challenging to manage during the best of times. The pandemic has forced us into an uncharted territory with uncertain science, fast changing information, and all of the pre-pandemic challenges amplified. However, even in these difficult times - or especially in these times - process and values rooted in equity matter.

Inclusive and Participatory Planning

Many parents and teachers are against reopening school buildings partially because there is a deeply ingrained distrust of the public school system. Too many of us have had to wait years to get our sinks or bathrooms repaired. Too many of us have had to spend our own money to purchase basic supplies like toilet paper or cleaning sprays. Too many of us have fought one

policy proposal or another only to be ignored. Too many of us have been sold a bill of goods by the DOE in the past decades. We cannot expect to reverse the historical distrust in two months of reopening planning but we can begin to build trust by embracing inclusivity of and participation by those most affected by the pandemic.

I believe the DOE must first focus its reopening planning on students in temporary housing, students with disabilities, multilingual learners, students living in poverty, and caregivers who are essential workers and/or who need childcare to work. I also believe that the DOE needs to hear directly from the most vulnerable students and families on their needs and develop solutions in an iterative and participatory process that incorporates their needs, voices and ideas. Such a process cannot rely on online surveys but must be iterative and participatory, including real time conversations with these students and families.

Luckily we have a structure in place that facilitates this participatory planning: Community Education and Citywide Councils are all ready to assist in this process by representing their constituents and identifying students and other families who are able to participate in the planning process.

I also believe that the DOE must involve classroom teachers in the planning process. While working with the union leadership might be necessary for a variety of reasons, understanding the needs and concerns of the very people who will be teaching in school buildings should be a priority in the development of any reopening plans. Our teachers know their physical environment better than anyone. They know if their windows open or if their room has adequate air circulation. They also know what their students need and how they can provide what they need.

While at the beginning I thought relying on individual schools to develop its own plan was better than a plan handed down by central, in hindsight I do not believe this was the right approach. Focusing on the needs of the most vulnerable students and families requires a more systemic approach, that may be better undertaken at the borough or other geographical level that is larger than a school but smaller than the whole City. We may also need to be flexible about the concept of schools as the basic organizing units during the pandemic. In fact, I think we all agree that Resource Enrichment Centers were a great success that warrants replicating and expanding. It may be possible to offer in-person instruction in RECs organized by bridge classes of multiple grades of students from multiple schools.

Trauma-Informed Policy Making

I urge the City Council to ask the NYS Education Department to examine all state mandates for the academic year 2020-2021, including those under ESSA, from which the State should demand a waiver. It is unreasonable to expect that our students, teachers, administrators and parents can carry on the school year with the same set of accountability measures and requirements. Many of us lost immediate family members, other relatives and friends. Thousands of New Yorkers are jobless, housing and/or food insecure without hopeful prospects.

We cannot expect to teach and learn as if life is normal. We need trauma-informed practices in policy areas as well.

Inclusive and participatory planning necessarily takes more time. I suspect that part of the resistance by the Mayor and the Chancellor has to do with the required number of school days. By delaying opening, we face giving up breaks again or ending the school year in July. I know the State regulations require 180 days of instructional days and certain numbers of instructional hours (for which I hope the City has applied for a waiver). However, I find it unreasonable that the nation's largest school system must adhere to the same reopening planning timeline as the rest of the state where school districts are only a fraction of the size of ours and the impact of COVID-19 is far less severe. While I understand the need for children and families to return to some semblance of normalcy, planning without adequate time has led us to where we are: rushed plans that are not fully complete and do not fully meet the needs of students or teachers.

There are so many elements that are still to be fully worked out, such as busing, affordable internet connectivity, remote learning guidance (Is synchronous teaching required? Will we have enough teachers to make blended learning work?), school closure for positive cases (Where will families who need childcare go?) and even the COVID-19 testing protocol. There are also many uncertainties, the most worrisome of which is the layoffs and potential budget cuts.

We need more time to develop not just reopening plans but alternative "Plan Bs" so that we know what we have to do when the layoffs and/or budget cuts become a reality or if the second wave comes. We need thorough planning that ensures the priority population of students and families will not have to repeat what they had to experience in spring this year.

We also need to be free from some requirements and mandates because educational priorities during the time of a global pandemic should not be the same as normal times. We need to collectively rethink what our priorities are and which learning standards are absolutely necessary. Adhering to all the requirements and standards with all the challenges of remote and/or blended learning, potential disruptions of temporary school closures, and trauma is simply inhumane and sets us up to fail.

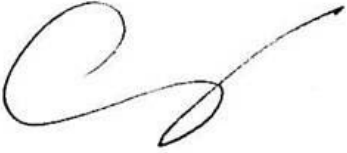
Resources for Our Schools

The reopening process and plans have been made greatly more challenging because of the already implemented budget cut as well as the threat of future cuts. I urge the City Council to take a stand and support the revenue bills in the State legislature.

I am fully aware we are trying to do something nobody has ever done. After all we have never had a global pandemic in a world with 7.6 billion humans and facile global transport. I also know that every single one of us in the City of New York is experiencing trauma to a varying degree. We need to remember to pause, take a deep breath and find compassion in our hearts on a

regular basis. I have also witnessed the resiliency of our City. New Yorkers have proven that we are willing and able to make personal sacrifices for the greater good. I know we can do better with school reopening. And many of us are ready to roll up our sleeves to help.

Respectfully submitted,

A handwritten signature in black ink, consisting of a large, stylized 'C' followed by a horizontal line and a vertical stroke that curves upwards and to the right.

Res. No. 1410-2020 - please delay schools opening

Hello council members,

Thank you for considering this resolution. I am a public school teacher in Brooklyn, and I am asking that schools are not opened until there are better, more reliable walkthroughs to determine adequate ventilation in each building, and the city requires each student and staff member to be tested for Covid 19 before entering the buildings.

We need strict safety measures because children are children, and aren't always the best at following rules like wearing a mask all day and staying six feet away from their friends. They will also be eating lunch together in a classroom without masks on.

Walkthroughs of school buildings are currently being performed by the DOE to determine which buildings have adequate ventilation for kids to be in them all day. These inspections are being done hastily and by people who are not engineers, but teaching curriculum specialists who have not been trained in ventilation systems or safety protocols. I was shocked to see the pictures and video of these inspections, taken by whistleblowers and spread on Facebook, showing people "testing" air vents with toilet paper that has been binder clipped to a broomstick! Building inspections are not something to rush through and do halfway, especially not right now.

Testing and tracing have been shown to be the most reliable way to beat this virus. When our president walks into the White House, he feels safe and protected because everyone who walks into the building has had a recent Covid test. Shouldn't we expect the same for our children, our most precious and vulnerable members of our community?

Teachers across the city are terrified of the hasty, underfunded rush to open school buildings. Teachers with severe underlying conditions are able to work from home, but many of us have medically vulnerable and elderly family members living in our households. Many teachers are planning to quarantine ourselves from friends and family or live separately from our children and partners when we are forced to go back. We do NOT feel safe or protected, because the safety measures aren't adequate for us to send teachers and students into buildings yet.

Please vote to delay the opening of schools until they can be properly inspected and testing requirements can be put in place.

Thank you for your consideration.

-Lindsey Sproul, 4th grade teacher and mom to 7-year old twin girls

Mandatory testing

UFT is requesting mandated testing before the opening of school of all students and staff 10 days Prior to the first day of school

presently principals hands are tied and can do no more than “recommend” testing to families and staff members in light of recent events on college campuses that have opened up (,who had mandatory testing and still have widespread outbreak’s on the campuses)we have proof we cannot account for the stupidity of people taking risks and putting our school community in danger the doe should have mandatory baseline Covid screening and or antibody testing

Diane Saputo <sapudia@optonline.net>

Governor Cuomo, Mayor De Blasio, and Chancellor Carranza, actively and passively, are asking DOE employees to risk our bodies and lives in September. They have not adequately prepared these past couple of months. They had months to review and push for the safety of school buildings and COVID-19 testing. They had months to come up with a child care plan for parents who work in healthcare. Instead of planning, Governor Cuomo took money from billionaires and health executives and agreed to cut New York's budget for social programs and its capacity to serve the people.

It's September and DOE employees are scrambling. We are asking our union and the city questions that still do not have answers. Are our buildings safe? What are the exact expectations? Will there be adequate support?

We want to advocate for ourselves, our families, our students AND their families. Instead of supporting us, the powerful people above us are framing DOE employees as enemies of working parents. They are starting a public relations war on our workforce. And we will not stay silent. Please add to our voice, please be our representatives.

-Ma Moe Pyar, DOE Teacher, District 75

September 2, 2020

To: Mayor Bill de Blasio
Chancellor Richard Carranza
Governor Andrew Cuomo
Public Advocate Jumaane Williams
City Council Education Chair Mark Treyger
Council Member Justin Brannan
UFT President Michael Mulgrew

From: the majority of teachers and staff at The High School of Telecommunication Arts and Technology

We, the undersigned, are proud teachers, guidance counselors, and staff members from the High School of Telecommunication Arts and Technology in Bay Ridge, Brooklyn. Many of us are also former students from our school, or parents with children who have either attended our school or have children currently attending NYC Public Schools. We are a family, and like all families, we are fiercely protective of our own. Our students are also part of our family, and we do not believe we can keep them safe. Therefore, it is with great urgency that we ask you to listen to educators and parents and stop the unsafe reopening of schools. Although we originally drafted this letter before an agreement was made to briefly delay school reopening, we do not believe that the safeguards promised by the city have been implemented so that we can adequately ensure the health and safety of those in our community.

Our school is housed in a beautiful, gothic-style building built at the turn of the 20th century. With this history comes chronic problems with ventilation from malfunctioning to non-existent HVAC systems to leaks and mold, to more modern rooms completely devoid of windows.

We love our students and everyone in our school community and we would like to do nothing more than to prepare for the first day of school as we have for so many years. This year, however, the chronic problems are no longer annoyances but matters of life and death.

Given the stark reality of our ongoing battle with COVID-19, we are also gravely concerned about the following:

- the lack of mandatory and rapid testing for teachers and students before they enter school buildings. We believe that it is both inequitable and dangerous to not require mandatory testing before teachers and students enter buildings.
- the chronic and unaddressed ventilation problems in our school
- the alarming spikes in COVID-19 infections in Sunset Park at 7%, far above the 3% threshold as determined by the city
- the lack of additional custodial staff required to effectively clean our school
- the warnings of health care professionals, including the NY State Nurse's Association
- the inequitable and rushed decision to allow schools to utilize outside space with no additional funding

With these unfortunate realities, we do not believe we can open our school safely. Although we all understand that remote learning came with its own challenges, we believe that our school

community, with time and support, can come together and successfully implement a robust, culturally responsive, trauma-informed remote model and do what we do best: teach our students.

The health and safety of our students and their families and the health and safety of our staff is our highest priority. We are not confident that we can effectively teach and keep our students and their families safe. We believe that this is a public health crisis that should be effectively managed by healthcare professionals and infectious disease specialists. The onus should not be on individual schools to carry out plans that lack clear direction. We are also well-aware of the challenges that working families face in this city. Many of our teachers were former students, born and raised by working families in Brooklyn. We have seen first hand how this virus has devastated and disproportionately impacted BIPOC and low-income communities. Our students and their families deserve safe, equitable schools. Your plan does not provide that. We urge you to listen to teachers, principals, parents, students, nurses, school aides, custodians, and cafeteria workers and delay the unsafe reopening of school buildings by adopting a fully-remote model to begin the 2020-2021 school year.

Thank you for your time and consideration to this urgent matter.

Respectfully,

The majority of teachers and staff at the H.S. of Telecommunication Arts and Technology
350 67th Street
Brooklyn, New York
11220

1. Susan Justice, Teacher and UFT Chapter Leader
2. Juan Sosa, Teacher and UFT Delegate
3. Kim Montague, Teacher
4. Graciela Murray, Teacher
5. Stacy Dumaresq, Teacher
6. Erin Sperling, Teacher
7. Yvonne Mayo, Guidance Counselor
8. Marco Lipari, Teacher
9. Shannon McArdle, Teacher
10. Charlie Fonts, Teacher
11. Danica Britton, Teacher
12. Desrene Channer, Teacher
13. Kate Eddon, Teacher
14. Nia Gibson, Teacher
15. Maya Siregar, Guidance Counselor
16. Teresa Mastroguilio, Teacher
17. Virginia Farrar Cooper, Teacher
18. Stephanie Bohbot, Teacher
19. Kara Sce, Teacher
20. Dan Rader, Teacher
21. Dan Shapiro, Teacher
22. Anne Louros, Secretary
23. Elyssa Ratner, Teacher
24. Samantha Garcia-Sherpa, Teacher
25. Johnson Tan, Teacher

26. Jessica Pan, Teacher
27. Liv Roach, Teacher
28. Griselda Rodriguez, Guidance Counselor
29. Diane DeBernardo, Teacher
30. William Daniel, Librarian
31. Georgeanne Karvunis, Teacher
32. Claire Kissinger, Teacher
33. Trisha Mathieson, Teacher
34. Alexandra Sharifi, Teacher
35. Maria Sebastian, Teacher
36. Evelyn Cameo, Teacher
37. Lisa Baerga, Teacher
38. Denise Basso, Teacher
39. Lauren Johnson, Teacher
40. Michael Maslankowski, Teacher
41. Barbara Spanos, Teacher
42. Adriane Musacchio, Teacher
43. Matthew O'Malley, Teacher
44. Maria Giambanco, Teacher
45. Brittany Beck, Teacher
46. Ying Pang Wong, Teacher
47. Brian Varano, Teacher
48. Sara Elman, Teacher
49. Molly Auerbach, Teacher
50. Myrna Gomez, Social Worker
51. Yassine Mouaddab, Teacher
52. Nicole Verteramo, Teacher
53. Kinza Bukhari, Teacher
54. Pedro Lopez, Teacher
55. Melissa Murphy, Teacher
56. Emily Plumb, Teacher
57. Heath Kirkendoll, Teacher
58. Adam Esrig, Teacher
59. Katie Worsdale, Teacher
60. Rae-Ellen Donofrio, Teacher
61. Jason Rubin, Teacher
62. Johanna Vazquez-Sharman, Teacher
63. Cecilia Sanchez, Secretary
64. Veronica Giurdanella, Teacher
65. Trevor Sherman, Teacher
66. Laura Torres, Teacher
67. Matthew Raphaelson, Teacher
68. Christina O'Connor, Secretary
69. Jessica Battaglia, Teacher
70. Kathy Carioti, Secretary
71. Ina Caruso, Teacher
72. Josh Michely, Teacher

New York City Council
Education Committee
Council Member Treyger, Chair
250 Broadway
New York, New York

Re: Written Testimony for September 3, 2020 Public Hearing to Discuss Resolution 1410-20 (Treyger)

Dear New York City Council Education Committee:

In response to the request by the New York City Council's Education Committee's request for testimony related to Resolution 1410-20 (Treyger), the PS20 Anna Silver School Leadership Team (PS20 SLT) respectfully submits the enclosed written testimony in support of Resolution 1410-20.

We thank you for the opportunity to provide this testimony. Please do not hesitate to contact us if you have specific questions or would like input in the future.

Respectfully submitted,

PS20 Anna Silver School Leadership Team
By Sharon Stapel, co-Chair
sstapel@gmail.com
347.451.9936

Attachments:

1. Written testimony
2. Infographics (English, Chinese, and Spanish versions)
3. PS20 SLT Resolution #1

SCHOOL LEADERSHIP TEAM



Akelia Lawrence-Maitland, Co-Chair
Sharon Stapel, Co-Chair
Paul Cackler, Secretary
Laura Lugo-Rivera, Timekeeper

Parent Members:
Balin Brandt, Cousette Rivera,
Jason Stewart, May-Ling Wong

August 31, 2020

Via Electronic Mail to testimony@council.nyc.gov
cc: swerts@council.nyc.gov and nbenjamin@council.nyc.gov

New York City Council
Education Committee
250 Broadway
New York, New York

Re: Written Testimony for September 3, 2020 Public Hearing to Discuss Resolution 1410-20 (Treyger)

Dear New York City Council Education Committee:

In response to the request by the New York City Council's Education Committee's request for testimony related to Resolution 1410-20 (Treyger), the PS20 Anna Silver School Leadership Team (PS20 SLT) respectfully submits the enclosed written testimony in support of Resolution 1410-20.

We thank you for the opportunity to provide this testimony. Please do not hesitate to contact us if you have specific questions or would like input in the future.

Respectfully submitted,

PS20 Anna Silver School Leadership Team
By Sharon Stapel, co-Chair
sstapel@gmail.com
347.451.9936

WRITTEN TESTIMONY OF PS20 ANNA SILVER SCHOOL LEADERSHIP TEAM FOR THE
NEW YORK CITY COUNCIL PUBLIC HEARING: SEPTEMBER 3, 2020, RESOLUTION
1410-20 (TREYGER)

Submitted by Sharon Stapel, co-Chair, PS20 Anna Silver School Leadership Team

We **STRONGLY SUPPORT** this resolution.

PS20 Anna Silver School Leadership Team (PS20 SLT) comprises parents, teachers, administrators, and staff at the PS20 Anna Silver elementary school. PS20 Anna Silver school grows global citizens as a barrier-free, open enrollment, Pre-K through 5th-grade elementary school. We are focused on fostering impactful growth for our students through our diversity of people, programs, and experience. PS 20 Anna Silver is located in the Lower East Side in District 1. It is an un-zoned school and is one of only a handful of schools offering dual-language programs in both Mandarin and Spanish. We have a strongly diverse community of families that reflect the social, economic, and cultural diversity that is NY. We are currently a Title I school. PS20 Anna Silver school has 465 students and 78 staff. Students are 97% of color, 3% white; more than 50% of families are low-income; and 20% of students are students learning English.

The PS20 SLT has met regularly - often weekly - since the New York City public schools shut down in March 2020. We have worked with teachers, administration, para professionals, and alongside the United Teachers Federation and Council of Supervisors and Administrators, along with Safe Schools NY, to raise awareness and engagement with our families throughout the school. PS20 SLT is urging parents to choose fully remote learning because we believe it is safer, more equitable, and more reliable. (See attached infographics in English, Chinese, and Spanish.)

In addition to urging parents to choose remote learning, we have been advocating for the delay in school reopening, policies that transparently communicate infection information, and stronger infrastructure for remote learning.

At our August 25, 2020 SLT meeting, we passed a resolution urging the Mayor and Chancellor to delay the opening of schools until it is safe for the children, teachers, administrators, and paraprofessionals to return. This resolution, the first ever for the PS20 SLT, is aligned with Council Member Treyger's Resolution 1410-20. (See, attached resolution.) Specifically, the PS20 SLT passed a resolution urging the Department of Education to:

1. [Delay the opening](#) of schools indefinitely until DOE workers and their unions demonstrate confidence in a safe and just reopening. This includes leaving RECs open so that families who need childcare will have it available while the DOE develops a safer re-opening plan.

2. Make opening decisions based not on city-wide averages for infection rates, but on individual neighborhoods rates.
3. Resources for more explicit and transparent guidance and protocols from the DOE for tracking Covid 19 cases/deaths, for communicating cases/deaths to the community, and for testing and contact tracing, with more immediate transparent communication to parents from our own District 1 superintendent's office.
4. That the DOE concentrate their efforts in the funding, infrastructure and training to meet children's needs remotely, especially considering a large number of parents have chosen the remote-learning option, and given the expected reality of immediate school closures in the wake of an outbreak.

We advocate for these things for several reasons. Governor Cuomo has announced the opening of New York State public schools this fall if they meet consistent [data-driven](#) thresholds, and Mayor De Blasio and Department of Education (DOE) Chancellor Carranza have suggested the city's [readiness](#) for a safe school re-opening on September 10, 2020. However, the United Federation of Teachers (UFT) and the Council of Schools Supervisors & Administrators (CSA), the teachers and principals union respectively, have raised doubts that the schools are safe for reopening at this time, the latter issuing "dire warnings" by their memberships due to insufficient information [regarding safety and instructional](#) protocols.

Importantly, we believe that environments of preparedness during a pandemic are situated and heightened by larger structural inequalities that affect public schools, including persistent budget cuts (and [inadequate aid](#) during a crisis) at both the federal and state levels. We further believe that this austerity has systematically kept many of our DOE learning facilities infrastructurally outdated over the years, especially considering when proper [ventilation](#) has been scientifically identified as key in preventing the spread of Covid-19. While we understand that Covid-19 infection rates remain low and below re-opening thresholds in the city overall, disaggregated there are [differential infection rates](#) (and recent spikes) within city neighborhoods that are predominantly immigrant, Black and brown (and essential workers).

Furthermore, underfunded planning and logistics are also confusing and inconsistent. For example, testing results in NYC have experienced significant delays, making testing as a preventative measure moot, and there is no systemic, universal plan in place to [immediately test](#) school staff and children (at the same time schools are expected to produce these tests when they don't have the resources). Additionally, there is [no clear busing plan](#) currently in place to transport the anticipated 150,000 students who require transportation to school on their Individualized Education Programs (IEPs) with guidance on capacity, social distancing, cleaning protocols, and proper training and Personal Protective Equipment (PPE) for bus drivers and attendants alike.

Moreover, there is no clear child care plan for families and teachers, administration, and school staff with children. Our city's essential workers who relied on Regional Enrichment Centers (REC centers) for [childcare](#) and food security will be forced to vie for only 50,000 available childcare lottery seats, resulting in parents forced to make costly alternative arrangements or leave children home alone should they be required to work outside the home.

Notably, parents of students with disabilities in PS20, in District 1, and throughout the city do not yet have proper supports in place due to in-person evaluations and impartial hearings mandatory to the IEP process suspended during COVID; and that proposed blended learning models for District 1 would result in mass non-compliance for students with IEPs (nor should parents have to shoulder that burden).

Finally, while there is now a distinction between “in-person” and “remote” learning, the reality is that every child will be learning remotely in some fashion between school reopening and an eventual vaccine for Covid-19. As well, at any moment the schools can be shut down due to a rise in infection rates, rendering all learning remote. For these reasons, we should have - prior to school reopening - a robust and equitable remote learning plan and infrastructure that will serve all children and families.

We recognize the importance of schooling for social interaction, cognitive development and desire an equitable re-opening, and we know that the Department of Education has not fully considered how a “blended” model, where students attend up to twice a week, poses a [health and safety risk](#) to students and staff alike, as well as disruptive to student development and family/work life. However, the PS20 SLT, in concert with the UFT, CSA, [elected officials](#), and a growing chorus of community parent groups and advocates have identified “[too many deal-breakers](#)” for a safe re-opening.

For these reasons, we support Council Member, and Education Committee Chair, Treyger’s resolution, and urge the City Council to continue advocating for the safe reopening of schools, including focusing on individual neighborhood infection rates; policies for testing, tracing, tracking, communication, and transparency of information; and a focus on developing the infrastructure for a strong and equitable remote learning option.

选择参加 完全远程 学习



这种方式更安全、更平等、更可靠。

二十小学“学校领导团队”以及“家长教师协会”希望二十小学家庭选择参加远程学习。

如此，我们可以减少前往教学楼的人数，从而保证来校学习师生的安全。我们可以使用有限的资源来满足所有孩子的需求。我们亦可以专注于对高质量远程教学的准备。

选择参加，请点击：
WWW.NYCENET.EDU/SURVEYS/LEARNINGPREFERENCE

更安全

孩子们之间，孩子与老师之间以及家长/监护人与老师在接送之间接触越多，就意味着每个人获得新冠病毒的风险越大。让孩子居家更为安全。

更平等

选择参加远程学习后，二十小学可以计划资源，最有效地满足所有学生的需求：为有迫切需要上学的孩子提供面授学习，为所有其他孩子提供远程学习。

更可靠

选择远程学习可以让我们所有人提前计划。若病毒激增，学校将突然关闭而无提前通知——家庭将无暇计划托儿服务。

二十小学会为参与远程学习的学生提供以下支持：

- 早餐午餐领取
- 直接预约教育健康服务（而不是通过服务台）



我该如何决定？



总体来说，如果学生远程学习，对所有人都更安全。我们都很焦虑。不同因素每天都在变化。我们都在担心，什么对我们的孩子最好。我们都在担心，如果将他们送到学校，他们会生病。但如果将他们留在家中，我们的家庭的负担将十分沉重。**如果您的孩子需要来校以满足基本需求（食物、心理健康、特殊教育），请选择参加面授学习！**但是，如果没有，请选择远程学习。

您的孩子可能来校更好，如果他们需要：

- 可靠的无线网络
- 稳定的场所来支持白天的学
- 大量的面授支持和指导来最好地学习

我们知道每个人都需要托儿服务！纽约市正在为100,000个家庭提供托儿服务。二十小学将在获得进一步信息后，发出通知。

如果您需要送您的孩子来校面授学习，您应该这样做！

但是，如果您可以将您的学生留在家中，我们也希望您这样做。——即使这不是您的理想选择。

这样，对每个人都更安全，更公平，更可靠。



Opt-in to fully remote learning



It's safer, more equitable, and more reliable.

PS20's SLT AND PTA WANT PS20 FAMILIES TO OPT-IN TO REMOTE LEARNING.

If we do, we can reduce the number of people in the school building so that everyone learning in person is safe. We can use limited resources to meet the needs of all children. We can also focus on planning for meaningful remote learning.

**OPT IN AT:
WWW.NYCENET.EDU/SURVEYS/LEARNINGPREFERENCE**

IT'S SAFER

More contact between children, between children and teachers, and between parents / caretakers and teachers at drop off means more risk for everyone of getting COVID-19. Keeping children home is safer.

IT'S MORE EQUITABLE

Opting in to remote learning allows PS20 to plan for resources where they are most effectively used to meet all students' needs: in-person learning for children that have a critical need to be in school and remote learning for all other children.

IT'S MORE RELIABLE

Opting in to remote learning allows us all to plan. If the virus spikes, schools will suddenly shut down without notice - leaving families without time to plan for child care.

PS20 WILL SUPPORT REMOTE LEARNERS WITH:

- **Breakfast and lunch pick-up**
- **Education and health services by appointment (instead of through the HelpDesk)**



How do I decide?



Generally, it's safer for everyone if students learn remotely.

We're all anxious. And everything changes every day. We're all worried about what is best for our children. We worry that if we send them to school they'll get sick, but if we keep them home our families will be overburdened. **If your child needs to be in school to meet basic needs (food, mental health, special education) then opt for in-person learning!** But if they don't, opt for remote learning.

Your child may be better off in school if they need:

- Reliable wifi
- A consistent place to learn during the day
- Significant in-person support or guidance to learn best

We know everyone needs child care! NYC is offering childcare to 100,000 families. PS20 will send out information when it's available.

If you need to send your student to school in-person, you should do so!

But if you can keep your student home we want you to- even if it's not the ideal choice. It's safer, more equitable, and more reliable for everyone.



Optar Por El Aprendizaje Completamente Remoto

Es más seguro, más equitativo, y más confiable.

EL SLT Y la PTA DE PS20 QUIEREN QUE LAS FAMILIAS DE PS20 OPTEN PARA EL APRENDIZAJE REMOTO.

Si lo hacemos, podemos reducir la cantidad de personas en el edificio de la escuela para que todos los que aprendan en persona estén seguros. Podemos utilizar recursos limitados para satisfacer las necesidades de todos los niños. también podemos enfocarnos en la planificación para un aprendizaje remoto significativo.

**OPTAR POR APRENDIZAJE REMOTO:
WWW.NYCENET.EDU/SURVEYS/LEARNINGPREFERENCE**

ES MÁS SEGURO

Más contacto entre los niños, entre los niños y los maestros, y entre los padres/cuidadores y los maestros en cuando los niños son dejados en la escuela significa más riesgo para todos de contraer COVID-19. Mantener a los niños en casa es más seguro.

ES MAS EQUITATIVO

Optar por el aprendizaje remoto permite a PS20 planificar los recursos donde se utilizan de manera más efectivamente para satisfacer las necesidades de todos los estudiantes: aprendizaje en persona para los niños que tienen una necesidad crítica de estar en la escuela y aprendizaje remoto para todos los demás niños.

ES MÁS FIABLE

Optar por el aprendizaje remoto nos permite a todos planificar. Si los casos del virus aumenta, las escuelas cerrarán repentinamente sin aviso, lo que dejará a las familias sin tiempo para planificar el cuidado infantil.

PS 20 APOYARÁ A LOS ESTUDIANTES REMOTOS CON:

- **Desayuno y almuerzo**
- **Servicios de educación y salud con cita previa (en lugar de a través del servicio de asistencia técnica)**



Como Decido?



Generalmente, es más seguro para todos si los estudiantes aprenden de forma remota. Todos estamos ansiosos. Y todo cambia cada día. Todos estamos preocupados por lo que es mejor para nuestros hijos. Nos preocupa que si los enviamos a la escuela se enfermen, pero si los dejamos en casa, nuestras familias estarán sobrecargadas. **Si su hijo necesita estar en la escuela para satisfacer sus necesidades básicas (alimentación, salud mental, educación especial), opte por el aprendizaje en persona!** Pero si no es así, opte por el aprendizaje remoto.

Su hijo puede estar mejor en la escuela si necesita:

- Wifi fiable
- Un lugar consistente para aprender durante el día
- Apoyo u orientación significativa en persona para aprender mejor

Sabemos que todos necesitan cuidado infantil! NYC está ofreciendo cuidado infantil a 100,000 familias. PS 20 enviará información cuando esté disponible.

Si necesita enviar a su estudiante a la escuela en persona, ¡debe hacerlo! Pero si puede mantener a su estudiante en casa, queremos que lo haga, aunque no sea la opción ideal. Es más seguro, más equitativo y más confiable para todos.



SCHOOL LEADERSHIP TEAM



Akelia Lawrence-Maitland, Co-Chair
Sharon Stapel, Co-Chair
Paul Cackler, Secretary
Laura Lugo-Rivera, Timekeeper

Parent Members:
Balin Brandt, Cousette Rivera,
Jason Stewart, May-Ling Wong

PS20 Anna Silver School Leadership Team in District 1 Resolution #1

Resolution, passed by the PS20 School Leadership Team on August 25, 2020, calling upon Department of Education, Mayor DeBlasio and Gov. Cuomo to delay the September opening of schools.

Sponsor: Sharon Stapel
Co-Sponsor: Akelia Lawrence-Maitland

WHEREAS Governor Cuomo has announced the opening of New York State public schools this fall if they meet consistent [data-driven](#) thresholds, and Mayor De Blasio and Department of Education (DOE) Chancellor Carranza have suggested the city's [readiness](#) for a safe school re-opening on September 10, 2020.

WHEREAS the United Federation of Teachers (UFT) and the Council of Schools Supervisors & Administrators (CSA), the teachers and principals union respectively, have raised doubts that the schools are safe for reopening at this time, the latter issuing "dire warnings" by their memberships due to insufficient information [regarding safety and instructional](#) protocols.

WHEREAS environments of preparedness during a pandemic are situated and heightened by larger structural inequalities that affect public schools, including persistent budget cuts (and [inadequate aid](#) during a crisis) at both the federal and state levels.

WHEREAS this austerity has systematically kept many of our DOE learning facilities infrastructurally outdated over the years, especially considering when proper [ventilation](#) has been scientifically identified as key in preventing the spread of Covid-19.

WHEREAS while Covid-19 infection rates remain low and below re-opening thresholds in the city overall, disaggregated there are [differential infection rates](#) (and recent spikes) within city neighborhoods that are predominantly immigrant, Black and brown (and essential workers).

WHEREAS testing results in NYC have experienced significant delays, making testing as a preventative measure moot, and there is no systemic, universal plan in place to [immediately test](#) school staff and children (at the same time schools are expected to produce these tests when they don't have the resources).

WHEREAS there is [no clear busing plan](#) currently in place to transport the anticipated 150,000 students who require transportation to school on their Individualized Education Programs (IEPs) with guidance on capacity, social distancing, cleaning protocols, and proper training and Personal Protective Equipment (PPE) for bus drivers and attendants alike.

WHEREAS our city's essential workers who relied on Regional Enrichment Centers (REC centers) for [childcare](#) and food security will be forced to vie for only 50,000 available childcare lottery seats, resulting in parents forced to make costly alternative arrangements or leave children home alone should they be required to work outside the home.

WHEREAS parents of students with disabilities in PS20, in District 1, and throughout the city do not yet have proper supports in place due to in-person evaluations and impartial hearings mandatory to the IEP process suspended during COVID; and that proposed blended learning models for District 1 would result in mass non-compliance for students with IEPs (nor should parents have to shoulder that burden).

WHEREAS we recognize the importance of schooling for social interaction, cognitive development and desire an equitable re-opening, and we know that the Department of Education has not fully considered how a "blended" model, where students attend up to twice a week, poses a [health and safety risk](#) to students and staff alike, as well as disruptive to student development and family/work life.

Be it resolved that the School Leadership Team of PS20, in concert with the UFT, CSA, [elected officials](#), and a growing chorus of community parent groups and advocates who have identified "[too many deal-breakers](#)" for a safe re-opening, we urge the Department of Education to:

1. [Delay the opening](#) of schools indefinitely until DOE workers and their unions demonstrate confidence in a safe and just re-opening. This includes leaving RECs open so that families who need childcare will have it available while the DOE develops a safer re-opening plan.
2. Make opening decisions based not on city-wide averages for infection rates, but on individual neighborhoods rates.
3. Resources for more explicit and transparent guidance and protocols from the DOE for tracking Covid 19 cases/deaths, for communicating cases/deaths to the community, and for testing and contact tracing, with more immediate transparent communication to parents from our own District 1 superintendent's office.
4. That the DOE concentrate their efforts in the funding, infrastructure and training to meet children's needs remotely, especially considering a large number of parents have chosen the remote-learning option, and given the expected reality of immediate school closures in the wake of an outbreak.

Statement for a Phased Reopening of NYC Schools

**para leer esta propuesta en español, desplácese hacia abajo.*

The community at The Urban Assembly Maker Academy is deeply troubled by the state of school reopening planning in New York City. We want to offer a constructive approach that addresses our unresolved questions and concerns. The below plan has been endorsed by the Manhattan Borough President, Gale A. Brewer.

We are writing to share a proposal we've put together that outlines what a safe, phased reopening might look like, and what we would need to accomplish in order to put the phases in motion. Our proposal offers revisions to the DOE's plan by adding 1) prerequisites for reopening, 2) phases for reopening, and 3) checkpoints for data collection and community feedback. We have created this proposal in recognition and support of the health justice work being done across the city, and to add a logistical phase framework to the [Health Justice Agenda](#) put forth by the Movement of Rank and File Educators. *Until all of these criteria are met, school should remain fully remote.*

Our proposal functions as a tool individual schools can use to determine what prerequisites must be met before their building reopens and how to implement a phased approach to a safe, data-driven, community-owned return to school buildings. The proposal includes:

- Prerequisites for anyone at all (including teachers/staff) entering our school buildings
- Preparations and policy needs for teachers and staff to address before students can return
- Phased, iterative approach to bringing students back to the building, starting with small groups, with required checkpoints to pass in order to continue the transition to "full" hybrid learning

[You can view our proposal here.](#)

We recognize the ways in which the COVID-19 pandemic has highlighted racial and economic disparities. The NYCDOE serves predominantly Black and Latinx students. If we follow rushed and under-resourced plans, Black and Latinx communities are the ones who will suffer most. That is an unacceptable outcome. **Any reopening of schools must center the specific needs of populations who will be disproportionately harmed by COVID spread.**

We are sharing our plan with educators and schools throughout the city as a tool for making determinations about readiness to reopen and to safely move towards a hybrid model. The phasing guidance and checkpoints provide schools clear planning and monitoring tools as they reopen. We hope this proposal will advance the conversation around what it would actually take to reopen safely. **While the proposal will need to evolve and draw specifics from each school's unique context, we hope that it can be adapted for use throughout NYC public schools, whenever we eventually begin to reopen.**

Educators have always been innovators and leaders. Let's ensure that reopening takes advantage of the collective power of our communities to protect the lives of our students, families, and colleagues, while reimagining our education system in an anti-racist, community-oriented framework that prioritizes our safety and well-being.

We hope you will take the time to consider our proposal and if you support, [sign here](#). With any questions, suggestions, or feedback, please reach out via email to nycschoolphases@gmail.com.

If you are in support of our proposal, please:

1. [Sign on in support](#)
2. [Share this statement](#) with your communities and encourage them to sign, too!
3. Make a copy of [this email template](#) and send it to meaningful stakeholders
4. Make a copy of the slide deck [Phased Reopening Proposal](#) and use it as a tool in your school or place of work!

With urgency,

Propuesta para una reapertura gradual de las escuelas de Nueva York

La comunidad de The Urban Assembly Maker Academy está profundamente preocupada por el estado de planificación de la reapertura de escuelas en la ciudad de Nueva York. Queremos ofrecer un enfoque constructivo que aborde nuestras preguntas y preocupaciones no resueltas. El siguiente plan ha sido respaldado por el presidente del condado de Manhattan, Gale Brewer.

Estamos escribiendo para compartir una propuesta que hemos elaborado que describe cómo podría ser una reapertura segura y por fases, y lo que tendríamos que lograr para poner en marcha las fases. Nuestra propuesta ofrece revisiones al plan del DOE al agregar 1) requisitos previos para la reapertura, 2) fases para la reapertura y 3) puntos de control para la recopilación de datos y comentarios de la comunidad. Hemos creado esta propuesta en reconocimiento y apoyo al trabajo de [justicia de salud](#) que se está realizando en toda la ciudad, y para agregar un marco de fase logística a la Agenda de Justicia de Salud presentada por el Movimiento de Educadores de Rango y Archivo. Hasta que se cumplan todos estos criterios, *la escuela debe permanecer totalmente remota.*

Nuestra propuesta funciona como una herramienta que las escuelas individuales pueden usar para determinar qué requisitos previos deben cumplirse antes de que su edificio se vuelva a abrir y cómo implementar un enfoque por etapas para un regreso a los edificios escolares seguro, basado en datos y propiedad de la comunidad. La propuesta incluye:

- Requisitos previos para que cualquier persona (incluidos maestros / personal) ingrese a nuestros edificios escolares
- Preparativos y necesidades de políticas para que los maestros y el personal aborden antes de que los estudiantes puedan regresar
- Enfoque gradual e iterativo para llevar a los estudiantes de vuelta al edificio, comenzando con grupos pequeños, con los puntos de control requeridos para pasar a fin de continuar la transición al aprendizaje híbrido "completo"

[Puedes ver nuestra propuesta aquí.](#)

Reconocemos las formas en que la pandemia de COVID-19 ha puesto de relieve las disparidades raciales y económicas. Los residentes negros y latinos de los EE. UU. Tienen tres veces más probabilidades de contraer COVID-19 que sus pares blancos. También tienen casi el doble de probabilidades de morir por COVID-19. El NYCDOE sirve principalmente a estudiantes negros y latinos. **Cualquier reapertura segura de las escuelas debe centrar las necesidades específicas de las poblaciones que se verán perjudicadas desproporcionadamente por la propagación de COVID.**

Estamos compartiendo nuestro plan con educadores y escuelas de toda la ciudad como una herramienta para tomar decisiones sobre la preparación para reabrir y avanzar con seguridad hacia un modelo híbrido. La orientación por etapas y los puntos de control proporcionan a las escuelas herramientas claras de planificación y monitoreo a medida que se vuelven a abrir. Esperamos que esta propuesta avance la conversación sobre lo que realmente se necesitaría para volver a abrir de manera segura. **Si bien la propuesta deberá evolucionar y extraer detalles del contexto único de cada escuela, esperamos que se pueda adaptar para su uso en todas las escuelas públicas de Nueva York, siempre que eventualmente comencemos a reabrir.**

Los educadores siempre han sido innovadores y líderes. Asegurémonos de que la reapertura aproveche el poder colectivo de nuestras comunidades para proteger las vidas de nuestros estudiantes, familias y colegas, mientras reinventamos nuestro sistema educativo en un marco antirracista y orientado a la comunidad que prioriza nuestra seguridad y bienestar.

Esperamos que se tome el tiempo para considerar nuestra propuesta y, si apoya, [firme aquí](#). Con cualquier pregunta, sugerencia o comentario, comuníquese por correo electrónico a nycschoolphases@gmail.com.

Si apoya nuestra propuesta, por favor:

1. [Registrarse en soporte](#)
2. [¡Comparta esta declaración con sus comunidades y aliéntelos a firmar también!](#)
3. Haga una copia de [esta plantilla de correo electrónico](#) y envíela a partes interesadas significativas
4. Haga una copia de la propuesta de reapertura gradual de la plataforma de diapositivas y úsela como herramienta en su escuela o lugar de trabajo.

Con urgencia,

La comunidad en The Urban Assembly Maker Academy y [signatarios en curso](#)

Proposal developed by members of UA Maker's School Re-Opening and Equity Teams:

Propuesta desarrollada por miembros de los equipos de reapertura y equidad de escuelas de UA Maker:

- **Luke Bauer**, UA Maker Academy, Principal
- **Stephen Roberts**, UA Maker Academy, Director of School Culture, UFT Delegate
- **Shreya Sunderram**, UA Maker Academy, Teacher
- **Maddie McCabe**, UA Maker Academy, Teacher
- **Cayden Betzig**, UA Maker Academy, Teacher
- **Jared Russo**, UA Maker Academy, Teacher
- **Keron Chung-Barry**, UA Maker Academy, Teacher
- **Margarita Lopez**, UA Maker Academy, Teacher
- **Alex Sosa**, UA Maker Academy, Instructional Coach
- **Jordan Feldman**, UA Maker Academy, Teacher
- **Ashley Vega**, UA Maker Academy, Pupil Secretary
- **Matthew Oxman**, UA Maker Academy, Teacher
- **Shari Plummer**, UA Maker Academy, Teacher
- **Ivy Anderson**, UA Maker Academy, Director of College and Career Counseling, LMSW Social Worker
- **Nicole Cojuangco**, UA Maker Academy, Teacher
- **Venus Herrera**, UA Maker Academy, School Counselor
- **Lynette Gonzalez**, UA Maker Academy, Teacher
- **Jvon Alexander**, UA Maker Academy, Teacher

Co-signed by UA Maker / UFT Affiliates:

Co-firmado por UA Maker / UFT Affiliates:

- **Josh Lapidus**, UA Maker Academy, Teacher, UFT Chapter Leader
- **Stephen Roberts**, UA Maker Academy, Director of School Culture, UFT Delegate

Co-signed by the following UA Maker Staff:

Firmado conjuntamente por el siguiente personal de UA Maker:

- **Erin Hunkemoeller**, UA Maker Academy, Teacher
- **Justin Grimm-Greenblatt**, UA Maker Academy, Teacher, Parent
- **Trudy Moi**, UA Maker Academy, Teacher
- **E. Christine Maxon**, UA Maker Academy, Teacher, DOE Parent
- **Amber Fink**, Murry Bergtraum Campus, Librarian, Parent
- **Norberis Saint-Hilaire**, UA Maker Academy, Paraprofessional
- **Clint Laird**, UA Maker Academy, Social Worker, Guidance Counselor
- **Summer Brady**, UA Maker Academy, Teacher
- **Peter Wood**, UA Maker Academy, Teacher
- **Ridwan Olatilewa**, UA Maker Academy, Teacher
- **Anthony Segreti**, UA Maker Academy, Teacher
- **Renee Rispoli**, UA Maker Academy, Teacher

- **Tobey Thorn**, UA Maker Academy, Teacher
- **Jennifer Ward**, UA Maker Academy, Teacher
- **Liz Dowdell**, UA Maker Academy, Assistant Principal
- **Chad Frade**, UA Maker Academy, Assistant Principal
- **Bruce Campbell**, UA Maker Academy, Long-Term Substitute Teacher
- **Jessica Montana**, UA Maker Academy, Teacher
- **Jennifer Kaplan**, (Former) UA Maker Academy School Social Worker

Co-signed by the following UA Maker Community Members:

Firmado conjuntamente por los siguientes miembros de la comunidad UA Maker:

UA Maker Students

1. Letoya Nyilinkindi, Urban Assembly Maker Academy, Student
2. Angela Amigon, Urban Assembly Maker Academy, Student
3. Phebe Kwarteng, UA Maker Academy Student
4. Dariana Del Rosario, UA Maker Academy, Student
5. Michelle Mei, UA Maker Academy, Student
6. Dana Arce, UA Maker Academy, Student
7. Claudia Sandoval, UA Maker Academy
8. Emani Blakney, UA Maker Academy, Student
9. Kevin Ellis, UA Maker Academy, Student
10. David Young III, UA Maker Academy, Student
11. Liam Rice, UA Maker Academy, Student
12. Ian, Urban Assembly Maker Academy, Student
13. Donte Pennie, UA Maker, Student
14. Daniel Cruz, Urban Assembly Maker Academy, Student
15. Kazi Murtadha, UA Maker High School, NYCDOE student
16. Thelma Burgos, The Urban Assembly Maker Academy, NYCDOE student
17. Sumya Sultana, Urban Assembly Maker Academy, Student
18. Malachi, UA Maker Student, Self Employed
19. Kevin Vasquez, UA Maker, Student
20. Arya Velaidum, UA Maker, Student
21. Alpha Jalloh, student, urban assembly maker academy

UA Maker Parents/Families

22. Evie Rabeck, PA President, UA Maker Academy
23. Jane Fine, UA Maker, Parent and SLT Member
24. Thicra Hassan, Parent, UA Maker Academy
25. Joe Jaffe, Parent, UA Maker Academy
26. Jacob Rockowitz, UA Maker Academy
27. Cherylann Welch, Parent, UA Maker Academy
28. Owen Evans, UA Maker Academy, Parent
29. Erva Harris and Gillian Harris Davis, UA Maker, Family
30. Yesenia Vargas, UA Maker Academy, Parent
31. William Rice, UA Maker Academy, Parent
32. Yolanda Stancil, UA Maker, Parent
33. Shahid Ullah, Urban Assembly Maker Academy, Parent
34. Mili Akter, Urban Assembly Maker Academy, Parent
35. Anonymous, UA Maker Family
36. Veracelle Hansen, UA Maker Academy, Family
37. Anonymous, Parent of an incoming Ninth Grader, UA Maker, Parent

38. Joseph Gerardi, UA Maker Academy, Family
39. Anne Lavden, UA Maker, Family
40. Sharanika Akter, Urban Assembly Maker Academy, Marketing Manager, Family
41. Antonio Maciel, Parent
42. Sandy, UA Maker, Parent
43. Mary Cozza, UA Maker, Parent
44. Daphne Youree, I.S. 318 Eugenio Maria De Hostos & UA Maker Academy parent
45. Sandra Ellis, Urban Assembly Maker Academy, NYC DOE Parent
46. Hema Velaidum, UA Maker, Parent
47. Salomey Boateng, UA Maker Parent
48. Alexander Kwarteng, UA Maker Parent

UA Maker Alumni

49. Jazlyn Sanchez, CUNY City College Student, UA Maker Academy, Alumni
50. Krystine Paulino, UA Maker Alumni
51. Jose Cervantes Escamilla, University of Rochester Student, UA Maker Alumni
52. Jadelynn McIver, SUNY Stony Brook University Student, UA Maker Alumni
53. Richard Rutherford, UA Maker Academy, Alumni
54. Jesenya Olivas, Le Moyne College Student, UA Maker Alumni
55. Kevin Giraldo, UA Maker Alumni
56. Joseph Supreme Justice Washington, UA Maker Alumni
57. Olivia Cozza-Cordero, SUNY Oneonta student, UA Maker Alumni
58. Keanu Soto, UA Maker Alumni, Guttman CC
59. Shandrika Griffin, Skidmore College, UA Maker Alumni
60. Hassatou Diallo, Russell Sage College Student, Murry Bergtraum HS Campus Alumni
61. Amanda Delany, College Student, UA Maker Academy Alumni
62. Miah Peterson, UA Maker Alumni
63. Mohi Uddin, Urban Assembly Maker Academy, Alumni
64. Ryan Hernandez, UA Maker Alumni

UA Maker Advisory Board Members

65. Scott Anderson, UA Maker, Advisory Board Member
66. Louisa Campbell, UA Maker Academy, Advisory Board Member, Parsons Professor, Advisory Partner

Co-signed by Manhattan Borough President's Office and educational policy makers:

Co-firmado conjuntamente por la oficina del presidente del condado de Manhattan:

- Gale A. Brewer, Manhattan Borough President
- Matthew S. Washington, Deputy Manhattan Borough President
- Shino Tanikawa, Education Council Consortium
- Naomi Peña CEC 1 President

Co-signed by the following NYCDOE Community Members:

Co-firmado por los siguientes miembros de la comunidad de NYCDOE:

MECA Staff/Student Support (Co-located in Murry Bergtraum Campus)

1. Angelica Maldonado, MECA, Teacher
2. Brad Highfield, MECA, Teacher
3. Alvis Wilson, MECA Teacher
4. Alexandra Loreda, MECA 9th and 12th Grade English Teacher
5. Crystal Dudley MECA High School Teacher

6. Tanya Karcic, MECA, Teacher
7. Christopher Romeo, MECA HS
8. Joshua Tate, MECA HS
9. KC Reddy, Manhattan Early College School for Advertising (MECA), Teacher
10. Courtney Orange, MECA HS, Teacher
11. Thomas Wierzbowski, MECA (NYCDOE) Assistant Principal
12. Anonymous, MECA, Parent
13. Sonia Michel, MECA, Parent
14. Amaya Morency MECA High School Student
15. Liv Dillon, Manhattan Early College School For Advertising
16. Jessica Haas, MECA, Teacher
17. Lourdes Figueroa, MECA, School Counselor
18. Julie Hunter, MECA, Teacher
19. Julie Dumoulin, MECA, Teacher
20. Darby Masland, MECA Teacher
21. Kristin Negele MECA Teacher
22. Dylan Kann, Manhattan Early College School for Advertising, Teacher
23. Arbiana Asani, Manhattan Early College School for Advertising, School Counselor
24. carol sun, MECA, Teacher

Additional NYCDOE Community Member Support

25. Jeremy Chan-Kraushar, Office of Equity and Access NYC
26. Shannon Curran, Chief Schools Officer, New Visions for Public Schools
27. Jia Lee, Special Education Teacher, MORE/UFT
28. Maria, College Counselor, UASCJ
29. Andrew Brown, Educational Assistant, PS705K
30. Tracey Scronic, BK North, DOE
31. Stephina Fisher, Teacher, Bronx Academy for Software Engineering
32. Antoinette Sia, School Secretary, PS 3, Bronx
33. Shamel Lawrence SR - CCD75 President
34. Anonymous, DOE Paraprofessional
35. Caity Richards, Teacher, Dwight School
36. Erica Zimetbaum, Teacher, The Earth School P.S. 364M
37. Jean McCabe, Family Member of DOE Staff
38. Jodie Manasevit, Family Member of DOE Staff
39. Justin Olson, DOE Paraprofessional
40. Kaitlyn Roberts, Family Member of DOE Staff
41. Christa Avampato, Concerned NYC Community Member
42. Jacob Boeri, High School for Health Professions and Human Services, Teacher
43. Cassie Magesis, DOE Alumni
44. Jeffrey Allen, NYCDOE Staff
45. Sasha Hulkower, former UFT employee, United Community Schools
46. Maria Baldanza, 04M083, Lit Coach/Leadership, NYCDOE family
47. Tracy LaGrassa, Bronx High School of Science, Teacher
48. Nina Dibner, Executive Director, Power Tools, LLC (Educational Consultant), NYCDOE parent
49. Zach Williams, Comida Programs Director, Southside United HDFC - Los Sures/PS 373K - BK Transition Center
50. Akusia Evans, The Earth School, Paraprofessional
51. Kelsey Darity, Teaching Residents at Teachers College, Fieldwork Coordinator
52. Neil Cyphert, Pace HS, Teacher
53. Martha Powell, educator in Virginia, Family of NYCDOE Employee
54. Carmen Fernandez-Gunzl, Earth School/PS 364, School Secretary
55. Juliana Ruiz, FIHS, School Counselor

56. Momo Sullivan, IHSHS, Teacher
57. Stephanie Rivera, Community Health Academy of the Heights, Secondary Inclusive Educator (6th & 7th grade Math)
58. Robert P. Robinson, TR@TC, Maker Teacher Mentor
59. Nathan Floro, New Utrecht High School, Teacher
60. Jacqueline Lang, West Bronx Academy, Visual Arts Teacher
61. Jacqueline del Nido, Gramercy Arts High School, Teacher
62. Dana Nelson, Leaders High School, Teacher
63. C. Marquette, NYCDOE, Social Worker
64. Shan Moten, UA Maker Academy/ Sadie Nash Leadership Project
65. Rebekah McAlister, NYCDOE Coach
66. Christopher Sedita, UA Green Careers, Teacher
67. Raymond Peguero, Bronx High School of Business, Guidance Counselor
68. Cyd Johnson, Metropolitan Diploma Plus High School, Teacher
69. Michelle Malverty, NYC DOE PS 123 Teacher
70. Angela Reid, UASPA ARTS TEACHER
71. Caitlin Gnann, Academy for Young Writers, Teacher
72. R. PIKSER, D-79 Adult Education, ESL Teacher
73. William Torres, NYC DOE Alumni
74. Zoë Gioia, East Brooklyn Community High School, Advocate Counselor
75. E. Dale Smith, UA School for the Performing Arts, Theatre Teacher
76. Nicole Henningham, Manhattan Business Academy, Guidance Counselor
77. Analiese Robinson, Lower East Side Preparatory High School, Teacher
78. Andrea Hinojosa, UAGC, Latin Teacher
79. Cindy Veliz, New Design High School, College Advisor
80. Joshua Bobrow, Urban Assembly, SEL Manager
81. Sonny Mercer, Science Teacher
82. Vanessa Baez, former NYC DOE Community Assistant
83. Manuela Guzman- UASPA Guidance Counselor
84. Alexis Goldberg, Former DOE Member
85. Rafael, Flushing International High School, History Teacher
86. Jacob Buckner, Fannie Lou Hammer, Educator
87. Camille Mahlum, New Utrecht High School, Teacher
88. Ted Pauly, Brooklyn Collaborative, Parent
89. Amy Roberts, International High School at Union Square, teacher
90. China Hoffman, PS 282 parent, TC grad student
91. Dawn Babbush, A&L 305 United, DC37
92. Janine Sopp /Edward R Murrow /Parent
93. Margaret Blachly, parent of elementary and middle school student and partner to elementary school teacher
94. Jessie Nuthmann, former NYCDOE High School English Teacher (New Utrecht High School)
95. Dorothy Cupka, Humanities Preparatory Academy, Teacher
96. Michael Freedman, Queens HS for Information, Research, and Technology, Teacher
97. Razia Mir, Education Assistant
98. Nicole Tu/DOE parent
99. Sheila Aminmadani, Brooklyn International High School, Teacher
100. Elana Master, PS 705, Music Teacher, NYC DOE
101. Mary Hughes, parent of 3 students, musician
102. Medi Ford, Brooklyn International HS, teacher
103. Jaime Anne Dubei, Queens Collegiate, Founding Principal
104. Sarah Baggs Eastwood, Urban Assembly School for Green Careers, Teacher
105. Robin Aronson, Program Manager/Broadway League, Bronx Science

106. Rachel Marks, Big Brothers Big Sisters of NYC, Program Manager
107. Ben Powell, Family of NYCDOE Employee
108. Anna Meyer, Teacher, MORE-UFT
109. Matthew Gunn, BFHS, Teacher
110. Alison Kennedy, KIPP, Teacher
111. Catherine Tosado, James Baldwin H.S., Paraprofessional
112. Natalie Yasmin Soto, The James Baldwin School, Teacher
113. Melissa Tejada, DOE Parent
114. David Master, Father of 2, Husband to DOE teacher
115. Eric Feingold, New Design High School, Teacher
116. Jeffery White, SPSHS, Teacher
117. Joe Tropeano, NYC DOE, former ENL Teacher
118. Karen Miller, Teacher Roberto Clemente
119. Ilan Harris, Humanities Preparatory Academy, Teacher
120. Mirana Moore, NYC DOE Parent, Special Education Itinerant Teacher
121. Mary Hughes, parent of 3 students, musician
122. Joanna Kamouh, PS 307, Teacher
123. Houdda Balouch, Landmark High School, Teacher
124. Carlean Ingram, Manhattan Early College School for Advertising, SS Teacher
125. Mary Cozza, UA Maker Academy Parent, DOE Staff
126. Deborah Shatah, New Design High School, Science Teacher
127. Hayley Hernandez, NYC DOE Family & Alumni
128. Melissa Murphy NYC DOE family
129. Emily Brandt, Boerum Hill School for International Studies, Teacher
130. Rebecca Crawford, Boerum Hill School for International Studies, Teacher
131. Kristin Yorke, PS8 & MS915 parent, preschool teacher
132. Matthew Gunn, BFHS, Teacher
133. Laura DeRung, NYC DOE Special Education Teacher
134. Adam Zaid, Queens School of Inquiry, Mfa, Teacher
135. Melissa Hart, NYCDOE Assistant Principal
136. Marisa Wagner, Bronx High School of Science, Teacher
137. Bryony Romer, MS447, NYC DOE Parent
138. Michelle Burke, College Professor/Parent
139. Charles Gerber, 75Q277, Vocational Education/Technology Curriculum Coordinator
140. Lindsay Robbins, City College of New York, Graduate Art Education
141. Seneca Campbell, the East New York Arts and Civics High School, Dean
142. Ryan Healey MS 51 Brooklyn
143. Jennifer Friedlin, Parent, MS51 and Brooklyn School for Collaborative Studies
144. Robyn Spencer, NY DOE Alum
145. Valerie Sesso, Manhattan Early College School for Advertising, Special Education Teacher
146. Breanne Chappell, NYCODE Family
147. Tamara Gayer, NYC DOE Family, Parent Association President
148. Emily Hurst, NYCDOE Assistant Principal
149. Nicole Spry, New Utrecht High School, Teacher
150. Mindy Krazmien, Teacher, DeWitt Clinton High School
151. Megan Moskop, Community Action School, Special Education Teacher
152. Hector H Fastag-Carbajal, Sunsetpark High School, Teacher
153. Jen Wang, UA Green Careers, Teacher
154. Christina Adamidis, 25Q194, Teacher
155. Rabi Whitaker, Academy for Young Writers, Science Teacher
156. Sarah Manhardt, UA School for Law and Justice, Teacher
157. Takiema, Humanities Prep Academy parent & Executive Director

158. Katherine Herman, Gan Jewish Daycare and UPK, parent/editor
159. Alex Cuff, 19K404, teacher
160. Valerie Sesso, Manhattan Early College School of Advertising, Special Education Teacher
161. Maya Alexander, Maxine Greene High School, Teacher
162. Andre Accoo, Manhattan Early College for Advertising High School, CTE Teacher
163. Lilit Suffet, Edward A. Reynolds West Side HS
164. Phyllis Tashlik, NY Performance Standards Consortium
165. Ann Cook, NY Performance Standards Consortium
166. Kayleigh Rose, Sunset Park HS, Teacher
167. Summer Edell, Instructional Lead, Brooklyn North BCO
168. Candice Simon, Brooklyn Collaborative, Teacher
169. Aen Day Brooklyn Collaborative School Paraprofessionals
170. Emily Figueroa, E.A.R. West Side High School, Special Education Teacher
171. Julia Zuckerman, Castle Bridge School, principal
172. Lilit Suffet, Edward A. Reynolds West Side HS
173. Andre Accoo, Manhattan Early College for Advertising High School, CTE Teacher
174. Aditya Balaji, Family Member of DOE Employee
175. Terri Grey, Principal, Bronx High School for Writing and Communication Arts
176. Raywattie Chan, Edward R Murrow High School
177. Peter Karp, Principal, Institute for Collaborative Education
178. Kaiser, M.S. 50, Art Teacher
179. Stephanie McGill, BHSWCA, Teacher
180. Sanjit De Sillva, Arts & Letters Parent
181. Rebecca Park, Leaders High School, Teacher
182. Gillian Chi, Arts & Letters 305 United, Parent of 3 students
183. Dara Cole, Arts & Letters 305 United, Parent
184. Rachel Pauta, 2nd Grade Dual Language Teacher, Brooklyn Arbor School K414
185. Lesley Murtha, Art Educator, Arts and Letters 305 United, Parent
186. Coral Noguerras, parent The Neighborhood School, Montessori Educator
187. Antoinette Byam, P.S.146, Fifth grade teacher
188. Lori Sandler, International High School for Health Sciences, Teacher
189. Kevin Brooks, Urban Assembly Bronx Academy of Letters
190. Ellen Hollander-Sande, School Health Nurse Practitioner and NYC Public School Parent
191. Anna MacEwan, DOE parent, IS 293 school based health center NP
192. Gabriella Newton, Urban Assembly Bronx Academy of Letters, 12th Grade English Teacher
193. Rita Carreras, New Kent Elementary School, School Counselor
194. Ryan Minezzi, Brooklyn International HS, educator
195. Nancy Salomon, Brooklyn New School, 5th grade teacher
196. Catherine M Hunter, the Institute for Collaborative Education
197. Melody Rubie, ENL, D75 Mickey Mantle School
198. Stephanie Severe, Arts & Letters 305 United, Yoga Studio Manager
199. Alexis Walker, HS for Math, Science and Engineering at CCNY
200. Samantha Mezzina, GCHS, Teacher
201. Samantha Adler, PS 89 Liberty School, Teacher
202. Grace Cho, Brooklyn New School/PS146 parent, CUNY Professor
203. Katie Blouse, MELS, Teacher
204. Rachel Kraun, Big Brothers Big Sisters of NYC, Associate Director
205. Katherine Tansey, The Young Women's Leadership School of Astoria, Teacher
206. Izabela Koszczuk, Grover Cleveland High School, Student
207. Seth Rader, The James Baldwin School, Teacher
208. Madi Coyne, Rachel Carson High School, Teacher
209. Renel Piton, Bronx High School for Communication and Arts

210.Judith Gannushkin, NYC DOE Parent/Family
 211.Abigail Kirchman, The James Baldwin School, Teacher
 212.Azeen Keramati, Edward A. Reynolds West Side High School, Social Worker
 213.Sarah Adams/ Urban Assembly NY Harbor School
 214.Lisa Bleyer, Institute for Collaborative Education, Staff Member
 215.Jordana Williams, Institute for Collaborative Education, Parent
 216.Deborah Ory, Parent, Institue for Collaborative Education
 217.Susannah Serringer, Institute for Collaborative Education, Publisher
 218.Sarah Frank, Edward A. Reynolds West Side High School, Special Education Teacher
 219.Lexi Dwyer, NYC DOE Parent, Institute for Collaborative Education & PS 321
 220.Cheyne Thompson, Brooklyn arbor and Institute for collaborative education parent
 221.Anonymous, Institute for Collaborative Education, Parent
 222.Ximena Diego, Institute for Collaborative Education, Parent
 223.Mark Hervey, Institute for Collaborative Education, Parent
 224.Emily Paige, The Urban Assembly Unison School, Principal
 225.Athena Spelios, PreK social worker, DECE
 226.Sarah Butler, Teacher
 227.Rachael Wilde, Brooklyn New School, Teacher and Parent
 228.Amy Gropp Forbes, Parent, Institute for Collaborative Education
 229.Adriana Aldas, ICE
 230.Julie Underwood, NYC iSchool, parent
 231.Karyn Mendel, ICE parent, Wellness Professional
 232.Michael Kelly, ICE parent, Actor
 233.Molly Schroeder, New Lebanon, educator
 234.Jacqueline Thomas, NYC DOE Family
 235.Gerard Lisella, Stissing Mountain HS, Geometry Teacher
 236.Tene Diallo, NYC DOE Family, I.C.E
 237.Danya Bader-Natal, Institute for Collaborative Education, Social Worker
 238.Janice Monroe, institute for Collaborative Education, Parent
 239.Jasmine Sharpe, TSMS, teacher

Co-signed by the following Mental Health and Health Care Professionals:

Firmado conjuntamente por los siguientes profesionales de la salud mental y la salud:

- John R Anderson, MD. Chief of Geriatrics, Mount Auburn Hospital, Cambridge, MA (Retired). Assistant Professor of Medicine, Harvard Medical School (Retired).
- Amanda Nimkar, Licensed Physical Therapist, DPT, ATC
- Erica Meninno, MD, New York Presbyterian/Columbia
- Isabel Anderson, BSN, SUNY Downstate
- Alesa Bonner, Healthcare Professional
- Libby Wetterer, MD, Resident Physician
- Isidro Rodriguez, Social Worker, NYC
- Jonathan Brown, Hospital Social Worker, NYU Langone
- Abigail Fink, University of Texas at Austin, MSW
- Emma Dreyfus, Simmons University, Social Worker
- Pauline Pisano, Silberman School of Social Work, Social Worker
- Ellen Hollander-Sande, School Health Nurse Practitioner and NYC Public School Parent
- Anna MacEwan, DOE parent, IS 293 school based health center NP
- Julia Shield, Social Worker and Middle School Educator

Additional co-signers:

Co-firmantes adicionales:

- Tatiana Piskula, Educator (Non-NYC)
- Aida Sadr-Kiani, Boston Teachers Union, Boston Public Schools Teacher
- Jenny Levine, Somerville MA
- Joe Pinto, Principal, Futurely Partners in Learning
- Irene Behrman, University of New Hampshire, Graduate Student
- Emilia Hodal, Central Montessori School, Administrator
- Nika Gorini, Arts Educator, Chicago
- Emma Stoskopf-Ehrlich, Communications Officer, Equality Now
- Johnny Gaffney - NYC resident
- Sandra Southward, retired librarian Seven Pines Elementary Henrico County, VA
- Zarah Sikora, Developer
- Liv Adler, Coach/Mentor for teens, NYC
- Sarah Blazer, FIT (SUNY), Educator
- Deanna Crabb, HR Manager
- Ellen Cormier, children's book editor
- Dana Gertz, Product Designer
- Kathleen A McCullagh
- Hannah Rosner, Law Student, Columbia Law School
- Rob Graham, George Mason University, Assistant Professor
- Orli, NYC Resident
- Sami Disu
- Jasper DeAntonio
- Jackson C. Gomes, Brooklyn Public Library
- Amy Chen, NYC resident
- Vinnie Hurst, UA Maker, Supporter
- Raymond Talovera, USC, Business Analyst
- Janny Ng, Brooklyn College, Amazon Associate
- Nick Normal, Queens College (CUNY), Head of QC Makerspace
- Kaye Schacter, Non-NYC Educator
- Maria Mysliwy
- Audrey Ouimet
- Windsor Nelson

To Whom It May Concern:

I am a resident of the Bronx and a public school teacher in Washington Heights. I am writing to demand that schools in New York City remain closed until it is safe to return.

Instead of spending the time between March and September focusing on gathering best practices and organizing professional development around remote instruction, Mayor de Blasio and Chancellor Carranza instead have focused on a poorly-conceived, often conflicting, and clearly unsafe plan to reopen schools. It is time to put a stop to this unsafe plan.

Mayor de Blasio and Chancellor Carranza have continuously lied or stretched the truth to the public. De Blasio and Carranza have continuously stated that they are making choices in the best interests of parents and have quoted a June survey extensively as being evidence that the “majority” of parents want and are comfortable with a return to schools. The reality is that only 28% of the parents who responded to the survey stated that they were fully comfortable, a number that has never been updated. As it stands, at my school over 40% of students’ parents have opted in to full-remote learning, with varying percentages per grade that go up to nearly 70%.

Mayor de Blasio and Chancellor Carranza have also grossly overstated the current level of safety in schools, when in reality many schools do not have adequate ventilation or PPE. Students are to be supplied with one mask a week, and many schools only have “enough” PPE for a month, with no secure plans from the DOE on how they are to provide PPE shipments in the future. The DOE has yet to even produce a plan for getting all students and staff tested before the return to school, and many schools, including my own, do not even have a nurse, much less the “contact tracer” that de Blasio claims will be in every school.

Putting aside arguments about instruction, it is clear that schools do not have the resources to open safely at this time. If teachers’ usage of PPE in certain environments is having to be considered “as if in a hospital setting” is this not adequate evidence that schools should not be reopened? Why is the city creating a hospital setting unnecessarily and jeopardizing the public health when the resources are available to continue remote learning, a much safer option? The truth is that the push to return to school is less for the benefit of children than it is part of a concerted effort to get their parents back to work. Once schools are reopened, there will be little to stop the momentum into business as usual, and those millions of workers who have safely managed their jobs from home will have no choice but to return to work, safe or not.

Teachers, school workers, and students cannot return safely until there have been 14 days of no new COVID cases, and all health and safety measures are implemented, including consistent rapid testing, contact tracing, safe public transit, and community input. Until this time, schools should remain closed.

Sincerely,

Emily Doscher

Tara Alameda testimony
Regarding social workers

I am a social worker supporting over 7 high schools and what is being done
For social workers whom are unable to obtain licenses to keep there jobs in the
City public school. Pearson vue was shut down and now on a back log for
Test dates. I face losing my Job as of January 31, 2021
I love supporting my communities please advise

My name is Ted Leather and I represent Manhattan on the Citywide Council on High Schools.

The CCHS believes the most prudent course of action is to start the school year 100% remote.

We understand what is compromised with online education. But the danger of going back to buildings cannot be dismissed for students, teachers, administrators, and families who may be exposed to Covid-19.

Even if all schools are properly ventilated, Covid may be transmitted during the commute to and from school. It will take a lifetime to ensure that all schools are properly ventilated and cost in excess of a billion dollars.

*Absent a vaccine, the risks are overwhelming, so we advocate instead that **Effective Online Teaching** be developed as opposed to this fragmented, piecemeal effort to please every constituency.*

Yes, the DOE does many things, and for the most part they do them perfunctorily. Public health has to take priority over all else.

There is no education if lives are at risk.

Now, solutions

- *Parents and students want to know NOW what they can do to "have school." They want people to help them understand the iPad, how to log in, who their teachers are and will they need to be on the computer every hour of the school day. And so on.*
- *Spend the next two weeks, contacting students and families and get them info on technology. Teach them how to use the iPad!!!!*
- *Every teacher should contact their students to let them know what will be happening at the beginning of the year.*
- *FACE is an organization within the DOE, use those people to start to reach out to the more than 115,000 students in temporary housing.*

Thank you

Remarks by KEMALA KARMEN kemala@nycpublic.org | 917-807-9969

Affiliations: PRESS NYC, NYC Opt Out, VP Parent Association of the Institute for Collaborative Education

WE WANT OUR KIDS IN SCHOOL.

IN PERSON.

BUT...

We are smart enough to realize that the virus doesn't really care what we want. We can't just wish students in their seats without taking the infection-control steps that science and common sense dictate.

I will focus on just one of those: **COVID testing**.

In addition to my rising 11th grader, who I won't let step foot into her crumbling, HVAC-less, 100+ year old school building, I have an older child who is returning to college.

Why the difference? Because we believe her college is acting in good faith to address just the sort of demands being brought up here today, including a serious test and trace regimen.

All students and staff returning to my child's campus **must have on-boarding tests**.

Additionally, all students and staff are scheduled (via app) for **mandatory testing one to three times a week**.

The school maintains a **dashboard, updated daily**, where anyone can see how many tests have been administered, the number of positives, the number of people in isolation or quarantine, etc.

When I looked at the dashboard last Thursday, when students were starting to trickle back for Monday's first day of classes, there were zero positives and no one in isolation.

When I look at it as I prepare this testimony, that number has climbed to 7 (out of nearly 7000 tests) and those 7 individuals--who would have otherwise been circulating among the campus population, potentially vectors of infection--were drawn off immediately into isolation.

So take a moment and extrapolate.

Of course, it is more expensive and involved in every way to do this for a million+ students and staff. But the virus doesn't really care how much it costs nor how difficult it is to organize; it's simply what must be done to keep infection at bay.

Remarks by KEMALA KARMEN kemala@nycpublic.org | 917-807-9969

Affiliations: PRESS NYC, NYC Opt Out, VP Parent Association of the Institute for Collaborative Education

And, in our exponentially greater pool of students and staff, we would have far more than 7 positives that wouldn't be caught. And those positive individuals are more likely to live in multigenerational households, with the frail, etc.

It's a ticking time bomb.

We can't responsibly return in full force to buildings until we address this.

First step: raise the money for comprehensive COVID testing by taxing the rich!

Thank you.



To: City Council Education Committee, Chair Mark Treyger
From: Legal Services NYC
Re: City Council Resolution No. 1410-2020 Re School Re-Opening

I am an attorney at Bronx Legal Services who represents families in need of special education services in the Bronx. I am submitting this testimony regarding the ways in which the needs of students with disabilities should be considered in the development of the safety plan for the re-opening of schools.

While the school closure in March was a necessary step to ensure the safety of all students and staff, too few steps were taken at that time to address the particular needs of students with disabilities. Too often I was told in my own practice that my clients who were struggling with both learning and emotional disabilities did not need any accommodation to their individualized education plan to adjust to their shift to complete remote learning.

As we consider the needs of all students now, I urge you to strongly factor in the need for students with disabilities to be given full access to the range of services due them, and often denied them during the remote learning process; to be guaranteed the transportation services and accommodations due them; and to be assured of accommodations to their educational plans to assist them in adjusting to the safety precautions being implemented as well as to the new model of blended learning. These considerations can best be addressed by meeting with the parents of these children before the start of the school year to incorporate their concerns and needs. Meeting these needs will require the deployment of staff and resources to specifically address these students' needs. For students with physical disabilities, particular attention must be given to ensure their access to all aspects of learning. For students with emotional and behavioral challenges, safety measures must be implemented in a way that does not punish them for manifestations of their disabilities. The key to ensure protection for these students is supporting families in choosing options that best accommodate their children's needs and encouraging educators to think outside-the-box in developing strategies for these students. We hope that DOE will make specific efforts to directly communicate all plans to accommodate these students, including safety measures taken for transportation and providing related services in and outside the classroom. We believe all of this can be done without compromising the safety of all students and urge you to fully include these considerations in all your planning. Thank you.

Kathleen Dennin, Esq.
On behalf of Legal Services NYC

Testimony to Delay in Person Learning

I am a tenured District 17 high school teacher about to enter my 7th year. I am very frightened by Mayor de Blasio's lack of mandatory rapid testing, and inadequate preparation to reopen schools for in-person learning.

While I personally do not have severe health issues (and am not eligible to apply for remote teaching), my spouse is at very high risk for death if he contracts Covid-19. My husband had a minor stroke and heart surgery last winter. He still has an enlarged heart and needs valve replacement surgery, which has been indefinitely delayed due to the pandemic. My only choice would be to go on unpaid leave or quit my job if I do not want to risk exposing him. I am not confident in Mayor de Blasio's haphazard reopening plan that does not even mandate testing, or testing with rapid results. My last Covid-19 test took 15 days to get results back.

I would like the UFT's demands to be met, they are more than reasonable. if they cannot be by September 10th, then we must begin in full-remote until the Mayor does the right thing to protect NYC students, teachers, administrators, staff AND our families. Students at my school have already lost family members to this virus: parents, grandparents, aunts, uncles and friends. The Mayor's rush to reopen with a weak plan and excessive photo ops is an insult to those who have suffered already. He is putting his personal image ahead of human lives.

I would also like to add that many, if not most of us, take public transportation to school. I have noticed there is little or no enforcement of mask wearing on the subways. Many people do the right thing, but a large number are not wearing masks, or wearing them incorrectly. To make schools safe, this issue must be addressed.

Thank you for your time.

nicole s <schulman75@gmail.com>

To: City Council
New York City

To whom it may concern,

I do not believe it is currently safe to resume in-person classes in New York City. As a public school teacher for 12 years, seven of which have been in Brooklyn, I can vouch for a lack of accountability or backing up of promises made by central administrations I have worked for, including the NYC Department of Education. I strongly believe that the best option for students is to remain in remote learning settings for now as the DOE and its administrators, teachers, staff, and parents discuss and decide on better plans for how to mitigate the risk of COVID-19 in classrooms.

By now I am sure you have heard or read the concerns expressed by the teacher's union, the principal's union, the building engineer's union, as well as the largest nursing union in NYC. If their urging to delay reopening of buildings is not enough to sway you to give more time to develop a better plan I do not know what is.

We teachers know that normally the best option for high-quality education is in-person schooling. But these are not normal times. We need to figure this out together and we need more time to do it. Please delay reopening of buildings.

Thank you for your time,
Brian Cohen
Teacher, Brooklyn Collaborative

I am a New York City teacher. I love my job and have done it well for 20 years. I am also proponent of delaying school openings. I need more clarity from the mayor, the DOE, the UFT, and parents.

I feel it will all be a guessing game. Which rooms are safe? No one in authority can guarantee anyone's safety. Which school is safe? How are they investigating the situation? How can we be certain they are testing accurately the state of the buildings? When will we know? Why the rush? Why can't we do remote until sure? Why is there such a discrepancy in accounting for what parents really want to do? Why are they filtering social media with propagated lies about the numbers? I also feel that teachers will be blamed if anyone gets sick, not the mayor and not the UFT. We are on the front lines now. The kids will be forced into isolated rooms with no movement and still using technology. It feels like we are being forced to work in unsafe conditions in order to get the city schools up in running "better than other states" or countries, at the detriment of the kids and families we service.

Children need school and I am wanting to be with them, to support them and be there for them. However, as my heartbreaks that I can't be near them or support their development close by, it would tear my soul and humanity apart to know I may be helping the city spread this virus again or if even one person in my class or in their family contracts it!

Please let me know how else I can support the safest plans to reopen, as the uncertainty of the current plans should be reason enough to reconsider reopening so soon

WRITTEN TESTIMONY OF DOUGLAS M. SCHNEIDER

MEMBER OF THE DEMOCRATIC STATE COMMITTEE, 44TH ASSEMBLY DISTRICT

COMMITTEE OF EDUCATION

September 3, 2020

Kids Need To Be In School, New York City Can Show The Country How

As Covid-19 spread uncontrollably through our City, New Yorkers responded by putting on masks, quarantining in their apartments, and making all the necessary sacrifices to reduce the spread of the virus. We showed the country how to flatten the curve. Now, it is time for New York City to show the country how to provide safe, full-time, in person learning in a world where Covid-19 still exists.

The need for in person learning is not driven by the importance of schools as a social safety net and childcare provider. It is driven by the expert opinions that being in school is essential for our children's well-being and social, emotional and academic development. After just three months of remote learning, doctors reported seeing children develop dangerous behaviors, anxiety and depression, and even young children with suicidal ideation.

I lived remote learning with a kindergartner this past spring and saw the negative consequences firsthand. I have spoken to hundreds of other parents who experienced the same, and worse. I can say unequivocally that remote learning is not the answer to this educational crisis. New York City needs to act with urgency to develop a plan to offer full-time, in person learning in our new Covid-19 reality.

The first step in reopening schools is to win back the trust of educators who, after the City's failure to act quickly to protect them when Covid-19 first hit, have legitimate concerns about the DOE's ability to keep them safe when schools reopen. The safety protocols announced earlier this week appear to go a long way toward making that happen. The decision to delay school reopening to allow for necessary additional planning was a welcome development. A delayed reopening is better than an unsafe reopening.

However, the additional planning should not have blended learning as the end goal, but as a temporary phase in a plan to provide full-time, in person learning. There are major logistical issues, particularly the need for more space, staff, and money, as well as safe transit, that cannot be solved without serious advanced planning.

Fully reopening schools will cost money that NYC does not currently have. However, without a plan, there is no price tag and without a price tag we can't build a financial path to reopening. Likewise, while most elementary school students live within walking distance to their schools, the same is not true for teachers and older students. There needs to be a plan to get to them to and from school without risk to the larger community. Creative solutions, such as restricting certain subway cars and buses for the exclusive use of teachers and students; free bikeshare memberships, and reserved teacher parking spaces near the schools, require detailed planning.

Finally, if our children are going to return to school, school parents have a special obligation to strictly follow school safety guidelines and continue to follow the practices that flattened the curve. We owe it to our teachers to also avoid indoor and large public gatherings, limit our families' social interactions, and even forego non-essential visits with family. A virtual Thanksgiving is a small price to pay for keeping our teachers safe and ensuring our children get the in person education they need.

New York City has long been a model of resiliency and ingenuity. We rebuilt after September 11th. We recovered after Hurricane Sandy. Now it is time to prove to the rest of the country that through personal sacrifice and bold, creative leadership, New York City can safely reopen schools in the face of a global pandemic.

Respectfully Submitted,



Douglas M. Schneider, Esq.

Testimony of Jesse Strauss, parent of child at PS 333 in Manhattan (1st Grade) and PS 84 Manhattan (pre-K) to the New York City Council Education Committee, September 3, 2020

As the parent of two young children at two different New York City public schools I write to support the timely reopening of public schools on September 10, 2020 for in person education. Noting is 100% in the covid era, but we have an obligation to our children and their working parents to open schools for in person education even with the known risks. The City's rate of Covid transmission currently allow us to reopen schools for in person learning. The experts say so, and nations with similar infection rates have opened schools. It's not easy, but we owe it to our children and the working families in New York City to follow the science and open when we can (and close if we need).

This is not only an issue of science. Its an issue of equity. Remote learning has failed all but the most privileged who can afford "pods" or tutor's or who have care-givers who do not need to work. In the Spring of 2020, the vast majority of public school families were left to improvise, providing their children a substandard education while unable to fully work. A delay in opening schools will extend this inequity into the fall.

I understand and sympathize with teachers who fear contracting Covid. However, those risks exist for all essential workers, many of whom do not enjoy protections in the workplace, do not have extensive employer paid health insurance, and do not get numerous paid sick days. Teachers and other professionals should be honored. But that goes both ways: when we need you most, they need to do show up for us. Its how New York City works for everyone.

Please vote **against** any resolution to delay the opening of in person public education. New York City's children and working parents are counting on you.

Dear Chairman Treyger and Committee members,

I am an art teacher and chapter delegate at MS556 in the Bronx where the vast majority of educators currently feel unsafe and stressed.

I just received a schedule that eliminates over 90% of my art classes. The bulk of my time I will be serving as an in-person facilitator for a science teacher with a medical accommodation, traveling to his classes as he teaches remotely.

In Westchester, there are districts that changed rules so Teaching Assistants can facilitate in-person classes for remote teachers. If NYC requires licensed teachers, we are greatly narrowing learning.

In my school, the ENL, PE and Special Ed teachers got assigned as Instructional Facilitators for remote core subjects, sacrificing most of their classes.

I am extremely disappointed that my school just lost 90% of art instruction, all year, and it is especially unfair to those kids hoping to apply to specialized art highschools. I fear this policy will extend far beyond my school.

Regarding health and safety, we need to be pro-active and prepared in any way we can, but in many instances, the latest science seems to come in conflict with DOE policy.

1. We should be reaching out to parents to strongly encourage all staff, children and household members to get tested within 7-10 days of Sept 21 and try to isolate before school opens. Schools should be calling homes daily to remind and assist families not yet tested.

2. It elevates risk to spend hours at a time in the same indoor space with others, particularly poorly ventilated spaces. Air replenishment breaks are necessary to clear the cumulation of particles. Fresh air breaks outdoors (playgrounds or just walking once around the block) seem to be the obvious option. If space is not available, the mayor said we can close off streets.

3. Students should not remove masks in shared indoor spaces, including eating. What good are all these expensive precautions when kids will just be removing masks to eat and creating "contact"? Combining eating with outdoor breaks reduces this risk.

4. Families and students need explicit instruction on distancing on the way to and from school where students are unmonitored, among many other out of school activities. We need explicit instruction on distancing and mask use and conduct that respects space in or outside of school. Where are the PSAs and how-to videos?

5. Families and teachers need explicit instruction on completing travel to hot zones 14 days before school starts and at any time after if a household member has traveled, to quarantine students for 14 days. Where is the media campaign?

6. The airflow physics of bathrooms need to be computed. Just because it has a window doesn't mean air is being replenished enough to keep up with frequency of use, particularly consecutive uses in succession. We can add mechanical ventilation in these cases.

7. Staff and students need explicit instruction in the risks associated with classroom activities and graduated levels of risk associated with silence vs. talking, elevated risks associated with talking loudly, shouting, singing, laughing or panting after physical exertion. Because the highest risk is associated with coughing and sneezing, students need explicit guidance on how to be prepared ahead of time and act in a timely manner to mitigate the spread of particles.

8. Our building's most recent mechanical inspection (Feb 2019) says we have 5 broken exhaust fans. As of this writing we do not know if they been replaced, nor do we know if these broken fans would affect the ventilation in our classrooms. Where is the transparency?

The governor and CDC whistleblowers have questioned watered-down CDC guidance, and highly relevant research has only surfaced within recent days and weeks, shared below:

Aug 25: Oxford matrix for indoor spaces <https://www.bmj.com/content/370/bmj.m3223>

Aug 13: Epidemiologist on masks and classroom safety:
<https://www.newschannel5.com/news/meharry-ceo-dr-james-hildreth-says-new-research-shows-its-not-safe-to-open-schools>

Aug 11: Univ of FL new study on indoor transmission:
<https://www.nytimes.com/2020/08/11/health/coronavirus-aerosols-indoors.html>

Aug 10: Scientists on dynamics of sneezing and ventilation in subway cars:
<https://www.nytimes.com/interactive/2020/08/10/nyregion/nyc-subway-coronavirus.html>

Aug 5: NYSUT/UFT call for mandatory quarantines in light of NY summer school outbreak:
<https://www.nysut.org/news/2020/august/media-release-reopening-policy>

Aug 1: Teachers infected after taking turns in front of camera, despite masks:
<https://www.washingtonpost.com/nation/2020/08/01/schools-reopening-coronavirus-arizona-superintendent/>

Thank you for your time,
Jake Jacobs
917-447-7338

Tasbiha Chowdhury
1541 Metropolitan Ave 6F,
Bronx, NY 10462

August 29th, 2020

Re: Delay school reopening

To: The Honorable City Council

I am a Middle School teacher at a public school in the South Bronx. I am writing to express my concern regarding the safety of all students, parents and teachers and regular residents living in the city due to reopening schools too soon. Although the Department of Education is working hard to ensure safety inside school buildings, their actions have been planned way too last minute to be successfully executed considering all consequences. Furthermore, public schools in New York City present another unique challenge: the commute to and from school. Most students and even teachers in the city, especially in the Bronx use public transportation to get to school and back home. I personally take two buses to commute to the school. In the mornings, the buses have traditionally been extremely crowded, jam-packed and not frequent enough. Although schools are limiting the student population, there are multiple schools in one building and several schools in one neighborhood, which will cause the public buses to still remain overcrowded. In addition, delays due to shortages of bus drivers may contribute to the overcrowding even more. Opening school will mobilize the entire city as students travel from one corner to another. Not closing schools early enough has made New York the epicenter of the CoronaVirus cases in the first place, and opening it too soon risks putting NYC through a second wave, which no one can afford.

As an educator, my priority is of course my student's learning, however opening schools with social distancing measures will not allow for a high-quality effective education. Whether or not we reopen schools, there is a chance that the students will suffer from learning loss, however, the health risk is way more significant. Therefore, I urge the city council, the mayor and the chancellor to please delay opening the schools for the safety of every single person in this city and to prevent future trauma. Lastly, as a suggestion, I believe that the schools may choose to open schools for 2-3 days a month maintaining social distance measures, where students can come together for community bonding and social emotional support.

Thank you for reading this testimony. This is my sincere hope that the city council considers this testimony and values the concerns and ideas presented in the testimony.

Sincerely,
Tasbiha Chowdhury

9/4/2020

Dear Chairperson Treyger and Councilmembers,

I am a veteran teacher in the DOE, the partner of a DOE educator and the parent of a DOE student. We are terrified and angry at the decision to open schools in person.

We all live and work in the epicenters of this pandemic in NYC: Jackson Heights, East Elmhurst, Corona and Flushing, respectively.

There is no way to open schools at this time without people getting sick and dying and EVEN ONE MORE is too many.

In my school of only 45 staff members we had 3 confirmed cases, one suspected case that I know of and one death. Students have had devastating deaths in their families and also fears of the illness which of course made it impossible for them to study in the spring. That is my school. At my husband's school there were also numerous deaths among students' families.

Our and my son's school school ran out of soap most days in good times. The rooms are stifling with little air flow. It took 7 years to get the heat fixed in my room, and ours is a well-maintained building. This is the result of decades of underfunding NYC public schools and for schools to be safe they must be fully funded.

Opening schools in person now, like waiting to close them in March has devastated and will devastate even more our most vulnerable communities; low-wealth communities of color. Many of our students take multiple buses and trains to get to school , so even if every person were tested before entering the building every day, they then return home on public transportation to families living in overcrowded apartments who have been out working at the highest risk jobs- essential workers- many also taking public transportation, so there is really no way to prevent infection and spread at this time, when the virus is raging nationwide.

According to the Institute for Health Metrics and Evaluation projections are now that the US may have over 400,000 deaths by January first, and health experts have been warning for months that this could be the worst winter we have seen in this country from a public health standpoint.

We must have schools open remote only at this point – even one more death is too many.

Sincerely,

Elizabeth Sturges Llerena

Dear Mr. Treyger, Mr. de Blasio, and Mr. Carranza,

For the last five years, I have proudly taught in the New York City public school system as a dance educator. I have taught in two schools in Brooklyn, and now I teach in Manhattan. I have dedicated my career to dance education and have immensely enjoyed working with my students and colleagues but for the first time, I am filled with dread at a new school year.

There are numerous things that I disagree with in the plan to reopen (the vague testing policy, the DOE unwilling to grant medical accommodations to teachers living with a person who is immunocompromised, the one nurse per building not per school policy, the fact that students in District 75 have been ignored, the lack of mental health needs for teachers/students) but in this letter, I will speak about my experience as a cluster teacher forced to teach multiple pods. Before this pandemic, that was a highlight of my job. I had the pleasure of working with almost all the children in the school. Now, that poses a serious threat to my health and safety. My assistant principal said I will teach 10 pods a week. At most, the pods will be 9 children, totaling 90 children a week. Teaching up to 90 children a week puts me at an increased risk to contract Covid-19 AND totally defeats the purpose of making small pods.

Additionally, students at my school have the option to participate in afterschool programs. The after school pods are not going to be the same as the school day pods (impossible to schedule). This further increases students mixing and, again, completely defeats the purpose of having small pods.

I fear for my health and my students' health. The threat of Covid-19 has not gone away, yet the mayor and chancellor are forcing teachers and students back into schools. As a cluster

teacher, I will be forced to teach many groups of students. How is this safe for me or my students? What about the safety of my fellow cluster teachers and students at larger schools?

Please listen to the concerns of teachers, staff, and families who are asking you to rethink how and when schools open. Do not force us back into buildings where people are at risk to get sick and spread Covid-19. It is unfair and inhumane to use students and teachers as guinea pigs in the experiment to reopen.

Thank you Mr. Treyger for trying to help schools open safely. I urge you, Mr. de Blasio and Mr. Carranza to do the same. It is your job to keep this city and schools safe.

Sincerely,

A terrified and frustrated educator,

Katherine Moncebaiz

Good day Councilmembers,

My name is Brooke Sweet. I am a resident of City Council district 36, and a teacher in City Council district 42. My union's agreement with the City has me dismayed and terrified.

As we have seen with K-12 and college reopenings around the country, testing - both before entry & regularly thereafter - is key. The UFT's agreement fails both entry testing & regular, school-wide testing. All staff & students must test negative before entering buildings, and Cory Johnson's regular 7-10 day testing for students and staff must be implemented. The agreed upon monthly tests of 10-20% of the community have little chance of catching a/presymptomatic spread.

If the City cannot handle the regular testing of all staff & students in the building, then the question must be: are we really ready to open buildings? If we cannot regularly test (pooled or individually) once a week, then we cannot widely open buildings. If weekly wastewater testing for A, B & C cohorts is impossible or ineffective, then we cannot widely open buildings.

My school building, at 605 Shepherd Ave, Brooklyn, NY 11208, has an irreparable HVAC system that's older than I am. We have interior bathrooms and hallways. We cannot be ready to go back into the building - for students or staff - if we force people to enter unventilated common spaces.

Both testing and ventilation are crucial because our students - the City's babies - will eat up to 2 meals in classrooms every day. I find this practice abhorrent. We don't let grown adults choose to eat indoors, but we are forcing it on students. It's so unsafe, that teachers will have to provide instruction from the back of the classroom until all masks are back on. As if the virus isn't airborne! The least we can do is ensure that we test for asymptomatic students & provide a ventilated space.

I'm terrified for my students, who will be forced to take off their masks indoors. I'm terrified for my family members, who the students may bring the virus home to. I'm terrified for my fellow staff members and, yes, myself, who will be in this unsafe environment for 5 days a week. I cannot teach from a coffin, teach to coffins, and it's very difficult to teach a student whose family is in a coffin.

My union has failed students, families & staff. NYC schools has failed students, families and staff. Please - it is now up to you - do not fail students, families and staff. We must have ventilated buildings & regular testing, or we cannot open school buildings - for students or staff.

To whom it may concern i am a parent who is for in-Person learning. One reason is children need that focus learning. Two these teachers be putting up work that kids have to learn on they own or not putting work up at all. They post up YouTube videos for kids to watch. Some of these kids parents do not have a degree nor a high school diploma. If these teachers can participate in gatherings, parties events amusement parks dining's they can go back to work. The remote learning do not be working all the time. It have glitches. When the children are in school learning they are focus and observing the teacher. While the kids at home remote learning they are not focusing they are not online like they suppose to. They are busy doing other activities. These teachers want to protest they can be in school teaching the kids . Fire the teachers who do not want to come back to school. Some kids look forward to the school meals, and some who have parents neglecting them at home so the come to school where they feel safe. I am a parent who is for all in person learning . I do not agree with remote learning.



Testimony of Win (formerly Women in Need) in Support of Res. 1410-2020 on School Reopening Amid COVID-19 Crisis

Good afternoon Chair Treyger and members of the Education Committee. My name is Jessica Yager, and I am the Vice President of Policy and Planning at Win.

As New York City's largest provider of shelter and services for homeless families with children, we at Win are gravely concerned that homeless students are being left behind by the education system's uneven response to the COVID-19 crisis. With schools set to reopen in a few short weeks, thousands of families in Win shelters are grappling with an impossible and frightening choice: allow their children to fall further behind because remote learning is failing to provide them adequate access to education and support, or risk exposure to a deadly virus in order to participate in the classroom instruction and supports they need to advance academically and socially. Win supports NYC Council Resolution 1410 and urges the city to prioritize the health of our students and school staff and, at the same time, ensure that all children, especially our most vulnerable children, have the resources they need to learn. We were heartened by the recent agreement between the Mayor and the United Federation of Teachers delaying the school opening date, and urge the city to only reopen schools once experts determine it is safe to do so.

In addition, the Department of Education must immediately address the lack of preparedness and resources that underlie the inadequacy of options available to homeless families. To date, remote learning has failed children in shelter. These students continue to endure late and inconsistent access to technology and technology supports, placing already-struggling students and parents at a further disadvantage and state of disconnection. Not only is the basic prerequisite of technology out of reach for many homeless students, remote learning has also disconnected them from the supports – academic, developmental, socio-emotional, and administrative – that are provided in schools to help homeless students get or stay on track despite the many challenges of poverty and homelessness. For homeless students to succeed, the DOE must ensure that they can access the technology and the support services – such as individualized instruction and tutors, paraprofessionals, Bridging the Gap social workers, and a live IT helpdesk – they need, even during remote learning. Despite calls from homeless services organizations like Win, these basic services have yet to be announced for the upcoming school year, holding thousands of homeless students back.

We are also extremely disturbed by DOE's inadequate communication and engagement with parents in shelters. With the beginning of the school year only weeks away, there is no known plan to provide transportation for homeless students. A number of students in our shelters have not received notification of what school they are registered to attend, or other



Breaking the Cycle of Homelessness
for Women and their Children

communications regarding schedules and other first day of school information. The closure of school buildings severed important communications and administrative channels, including the near disappearance of Family Liaisons for shelters and closing of Regional Offices, and these have not been reestablished in preparation for the new school year. Despite public assurances, the DOE has not made it clear to our parents that they are ready to welcome students back to school. To open schools without these critical supports for the city's neediest children in place would be unconscionable.

Over 100,000 public school students are homeless. They, along with their parents, are looking to City Hall and the DOE during these exceptionally challenging times to provide the leadership, expertise, communication, and supports that keep them healthy, safe, and on track in their learning and development. We urge the Mayor and the Chancellor to exercise an abundance of caution, and to only open schools when fully prepared to do so safely and smoothly, as called for by this Resolution. We also call on the city to fill the support and communication gaps that are preventing homeless students from succeeding with remote learning, prior to schools opening. Homeless students are eager to learn, and it is our shared responsibility to extend them every opportunity to be healthy and successful in school.

Thank you very much for your consideration of this important topic, and all that you do for New York City's homeless families and children.