



**Testimony of New York City Public Schools on
Intros No. 121, 857, 928
Before the NYC Council Committee on Education**

June 21, 2023

*Testimony of Katie Jedrlnic, Chief of Staff for the Division of Family and Community
Engagement and External Affairs, on Intro. No. 857*

Good afternoon, Chair Joseph and the members of the Education Committee here today. My name is Katie Jedrlnic and I am the Chief of Staff for the Division of Family and Community Engagement and External Affairs at New York City Public Schools (NYCPS). Thank you for the opportunity to discuss Intro. No. 857, which expands the reporting requirements in several existing local laws to include reporting on students in foster care. We know that these students face many challenges outside of school and require help dedicated to their needs in school. We share the Council’s commitment to ensure that students in foster care receive all the support they need to succeed, and we would especially like to thank Chair Joseph for her leadership in this area.

Thanks to the advocacy and leadership of the City Council, NYCPS now has an office exclusively dedicated to supporting the needs of students in foster care. The Office of Foster Care seeks to meet the complex needs of students in foster care by developing innovative policies to support schools. This office is a subset of our current Students in Temporary Housing team under the Office of Community Supports and Wellness, which is a natural fit because it draws from existing knowledge, resources, and capacity, and is best positioned to make a substantial and positive impact on students in foster care.

The Foster Care office has worked and engaged with both internal and external partners to best support students in foster care. The team has worked collaboratively with the New York City Administration for Children’s Services (ACS) and foster care agencies to ensure that students who were “promotion in doubt” (PID) or students who were recommended for summer enrichment were quickly enrolled in the Summer Rising program.

Additionally, the Foster Care team partnered with ACS Children Center to provide enrichment programming to students awaiting a Foster Care placement. We partnered with the Ackerman Institute to deliver trauma training specific to the needs of foster care students to Bridging the Gap Social Workers, Designated Liaisons, ACS Social Workers, and School Counselors. The Foster Care Team has also been partnering with different vendors and community partners to provide targeted mentoring supports, educational enrichment, and access to college and post-secondary readiness for students in Foster Care.

We look forward to Chair Joseph meeting the Executive Director of the office in a forthcoming meeting.

Our offices have worked collaboratively to ensure effective engagement with the adult responsible for academic decisions for a student in foster care. In early fall of 2022, New York City Public Schools, our Special Education Office, in collaboration with ACS and our advocacy partners, released “The Guidelines and Procedures for the Assignment of Surrogate Parents, a comprehensive update to guidance for school and agency staff on how to identify which adult in the life of a student with a disability has authority to make educational decisions on their behalf. It also describes the circumstances when a surrogate parent must be assigned. This is especially important in the context of special education, where parental consent for initiation of evaluations and services is required. Often there are questions about the status of student’s foster/birth/adoptive parent rights with respect to providing this consent. This updated guidance also includes detailed information on the role, responsibilities, and expectations of surrogate parent volunteers.

As a follow-up to the guidance released last autumn and based on feedback we’ve received from the field and Advocates for Children, we are again working with our ACS and advocacy partners to update this guidance with information about efforts that must be taken when a birth/adoptive parent cannot be easily located.

I would now like to turn to the proposed legislation. Intro No. 857 expands disaggregated data in NYCPS reporting to include metrics on students in foster care. Reporting data on students in foster care and temporary housing is a welcome addition to our reports. It presents an opportunity to shine a light on how NYCPS serves our most vulnerable populations. Tracking these data will help the NYCPS to better support schools in understanding the impact of foster care or housing insecurity on our students, provide professional learning specific to the needs of these populations to our staff, and design multi-tiered systems of support to address these students' distinctive needs.

We fully support the legislation to increase transparency about foster care students, who are some of our most vulnerable children, and we look forward to working with the Council.

Testimony of Dr. Robin Davson, Executive Director of School Climate and Culture, Office of Safety and Youth Development, on Intro No. 928 and No. 121

Good afternoon Chair Joseph and all of the members of the New York City Council Committee on Education here today. My name is Dr. Robin Davson, and I am the Executive Director of School Climate and Culture within the Office of Safety and Prevention Partnerships. I am joined today by Kenyatte Reid, Executive Director and Mary Shamon, Director of Crisis. Thank you for the opportunity to discuss our ongoing efforts to ensure that all schools are providing a safe and supportive learning environment for students and staff.

Under the leadership of Chancellor David Banks, the safety and well-being of our students is a top priority for NYC Public Schools. Together, we are committed to ensuring that all NYC Public Schools students and staff experience complete safety at school. This encompasses physical, emotional, psychological, and social safety for all students and staff. Complete safety

is about ensuring the intentional presence safety in the form of trusting relationships, equity, affirmation, compassion, dignity, and respect.

Through positive, supportive interventions and programming, we aim to equip NYC Public Schools with practices, support systems, and resources to ensure complete safety resulting in a reduce adverse student behavior and increase academic and pro-social growth. Over the years, we have worked closely with advocates and other stakeholders to make significant strides toward creating a supportive learning environment for all our students through our safety procedures and protocols.

During and after the pandemic, our students have experienced trauma that affects their behavior. Recognizing that our youth need social and emotional support on various levels, this administration and previous ones have, over time, implemented several initiatives to strengthen the support our students receive in schools, including the expansion of restorative practices. With the great advocacy and support of the City Council, NYC Public Schools initially adopted Restorative Practices in schools in SY 2015-16 with a City Council Funded pilot program in 25 schools with 1 consultant leading this pilot. Since then, we have expanded Restorative Practices in schools so that over 900 schools to date receive direct or indirect restorative support from a staff of 22 individuals, including one citywide coordinator as well as borough and district coordinators supports cohorts of schools. In addition, through the Restorative Practices initiative, we have been able to provide students with leadership opportunities in supporting their school's efforts in implementing restorative practices. Through this program, students serve as members of their school's Restorative Justice Action Team (RJAT), which is responsible for developing and implementing the Restorative Justice Action Plan, co-facilitate youth circles, serve as peer mediators, and co-facilitate and co-lead the annual Youth Summit event.

Restorative Practices focus on fostering community to prevent conflict and encourage youth to accept responsibility to repair the harm created by the behavior exhibited. The Restorative Practices team's mission within the Office of Safety and Prevention Partnerships is to disrupt and dismantle systematic practices detrimental to academic and social emotional learning. Restorative Practices have been scientifically proven to reduce suspension rates, increase school attendance, and reduce disproportionality for our marginalized populations.

In NYC Public Schools, Restorative Practices are implemented on a tiered approach ranging from pre-exposure/exposure to engaged and embedded. Schools identified as pre-exposure/exposure are in the initial stages of implementing Restorative Practices and engaged/embedded schools have fully adopted restorative practices into everyday practice. In fiscal year 2023, the budget allocated to support restorative practices in schools was \$17.9 million, which derives from \$5.9 million in tax levy and \$12.0 million in stimulus funding. The tax levy budget supports \$3.2 million in salaries and \$2.7 million in OTPS and per session combined. The stimulus budget supports \$1.2 million in salaries (for 6 staff members) and \$8 million in OTPS and per session combined. The stimulus budget also includes \$2.8 million

allocated directly to schools through a school allocation memorandum to support the school's Restorative Justice Action Team and any student-led affinity restorative justice clubs. Across the country, it is generally true that students who identify as Black, Hispanic, Native American, LGBTQ, and those with disabilities, have been subject to disproportionate disciplinary measures that can have devastating long-term consequences. Students of color also receive a higher share of suspensions for insubordination and greater suspension durations compared to their peers. Through restorative practices, schools can create opportunities where students see themselves as active members of their school communities, taking ownership of their own school cultures and leadership roles to encourage a more positive, inclusive, and welcoming environment for them and their peers. There is a greater emphasis on responses to inappropriate behavior that seek to reconnect young people. With restorative practices, staff capacity to deal with challenging situations increases, and community members are committed to listening to one another, creating safer and more caring school environments.

In addition, we have released regulations and guidance documents that set forth policies, procedures, and best practices to be followed in addressing student behavior. Chancellor's Regulation A-411 provides guidance to schools on responding to behavioral crises and when to contact 911 for emergency medical services. When students experience behavioral crises and engage in behavior that poses a substantial risk of serious injury to themselves or others, schools must determine the appropriate way to manage the behavior and whether it can be safely de-escalated by school staff using appropriate strategies and interventions.

Every effort must be made to safely de-escalate the behavior, where possible, using strategies and interventions for addressing behavioral crisis. Schools are required to develop crisis intervention plans that identify intervention strategies for students in crisis. Administrators are required to exert every effort, where possible, to safely de-escalate situations, drawing on strategies and resources provided to schools. In extreme situations when a student poses an imminent and substantial risk of injury to themselves or others, the principal/designee may consider alternative measures to defuse the situation. In an effort to avoid crisis situations, we introduced Therapeutic Crisis Intervention for Schools (TCIS) during the spring of 2015. Over time, working with Cornell University, we have trained field staff members to turnkey this training to schools. Since 2015, we have trained over 6,000 staff members in various roles, including school administrators, teachers, counselors, and other school staff. In addition, in partnership with the NYPD School Safety Division, we have trained over 350 Level III agents and Supervisors.

TCIS is based on the four-day Cornell University certification course. It is an evidence-based informed crisis prevention and management system that has been shown to decrease incidents of aggression and violence while improving the staff and organizational capacity to prevent and effectively manage crisis events. Staff must attend all four days to receive certification. Upon successful completion of all course requirements, participants will be certified practitioners of TCIS who are trained to:

- Proactively prevent and/or de-escalate potential crisis situations with students.

- Enable students, including those in crisis, to improve their coping strategies.
- Manage crisis situations to reduce the risk of harm to students and staff.

After the staff member is trained, the principal/designee must update the crisis de-escalation plan to reflect the staff trained.

In addition to TCIS, NYC Public Schools offers staff opportunities to participate in a number of crisis-related trainings, including de-escalation strategies, grief and trauma, suicide prevention, and building and strengthening crisis teams. Since school year 2014-15, over 18,000 school staff have participated in either TCIS or other crisis strategy supports.

In addition to crisis teams at the school level, each superintendent's office has a student services manager who serves as a point for crisis support at the superintendent level. Centrally, we have the Director of Crisis Programs, who oversees the development and implementation of crisis support citywide. The Director of Crisis Programs works closely with the Student Services Managers at the superintendent level and with schools directly to ensure schools receive the support they need before, during, and after a crisis occurs.

I would like to thank the members of the Council for prioritizing support to our schools to best address student behavior. We would now like to address the two proposals presented today: Intro. 121, a local law requiring a report on the number of school staff and administrators who have completed therapeutic crisis intervention training, and Intro. 928, a local law requiring a report on funding for restorative justice programming and services. NYC Public Schools supports both proposals and welcomes the opportunity to discuss them further with Council members.

NYCPS has been a national leader in reimagining approaches to school safety. Schools should be places where all students, families, and educators feel safe, welcome, and supported. As part of this commitment, we have focused on providing schools with the resources and tools they need to support students and educators, fostering trusting relationships, strengthening student development of social and emotional skills, and ensuring that schools are better equipped to de-escalate demanding situations. Supporting safe and healthy learning environments in NYC Public Schools will continue to be one of our foremost priorities.

Thank you again for your continued advocacy and for the opportunity to discuss these proposed legislations with you today. We would be happy to answer your questions.

From: CPAC NYC <infocpacnyc@gmail.com>
Sent: Monday, June 19, 2023 9:05 PM
To: District40; Testimony; District19; District20; franciscomoya2023@gmail.com; District22; District23; District24; District25; District26; District27; Speaker Adams; District29; District30; District31; District32; District34; District33; District35; District36; District37; District38; District39; District41; District42; AskJB; AskKalman; District45; District46; District47; Vernikov, Inna; District49; Carr, David; Joseph Borelli; District8; Dinowitz; District12; District13; District14; District15; District16; Salamanca; District18; District1; District2; District3; Office of Council Member Powers; District5; District6; District7; District9; District10
Cc: educationcouncils@gmail.com; liu@nysenate.gov; mayer@nysenate.gov; jackson@nysenate.gov; Michael Benedetto; braunsteine@nyassembly.gov; Chancellor David C. Banks; Danika Rux
Subject: [EXTERNAL] Strong Opposition to the Establishment of the CLT (Res. No. 446)

Greetings NYC Council Members

We would like to make clear that CPAC strongly opposes the proposal of creating a Citywide Leadership Team (CLT). We do not **support** the creation or implementation of a CLT, other parent organizations spoke out against it and well with the exception of "Manhattan High School Presidents' Council". We have had discussions with our partner stakeholders and they are not in favor either, despite the co-founders that have shared misinformation regarding their supporters.

Multiple links included in this email:

a letter from CPAC that was previously approved by our membership stating our stance and reasons for strongly opposing any support for a CLT at this time.

Other parent organizations resolutions in opposition to the establishment of a Citywide Leadership Team (CLT) including a joint letter written with

the Education Council Consortium (ECC) and ECC restated their stance on CLT by addressing the Senate Bill S7280/A8194.

[May 2021 Joint ECC and CPAC Letter stating that both organizations have voted to oppose the creation of the CLT on several occasions, arguing that the creation of another governance layer is unnecessary and potentially counterproductive](#)

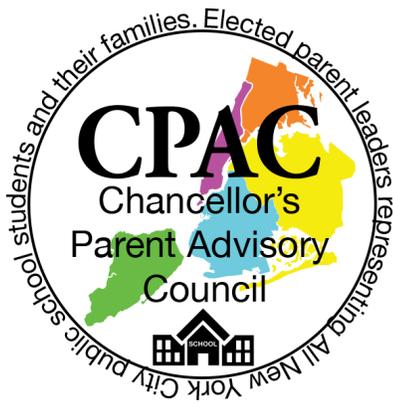
[November 2021 letter from CPAC opposing the creation of a CLT and urging the DOE to improve and enhance existing parent structures](#)

[ECC Resolution to Senator Sanders and Assemblyman Anderson opposing legislative efforts to create the CLT \(Senate Bill S7280/A8194\)](#)

[October 2022 Resolution by the Citywide Council on High Schools \(CCHS\) opposing the creation of the CLT](#)

[QHSPC Resolution Supporting Borough Partnerships and Opposing CLT](#)

Randi and Shirley
Take care and look out for one another.
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Testimony to be delivered to the New York City Council Committee on Education

Re: Int 0857-2022, Expanding Disaggregated Data in Department of Education Reporting to Include Metrics on Students in Foster Care

Int 0121-2022, Requiring the Department of Education to Report Annually on the Number of Teachers, Administrators, and School Staff Who Have Completed Therapeutic Crisis Intervention in Schools Training

June 21, 2023

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Thank you for the opportunity to testify in support of Intro. 857, to expand the NYC Department of Education's ("DOE's") data reporting requirements to include metrics on students in foster care, and Intro. 121, to require the DOE to report annually on therapeutic crisis intervention training in schools. My name is Erika Palmer. I am a Supervising Attorney at Advocates for Children of New York and direct our foster care project, called Project Achieve. For over 50 years, Advocates for Children has worked to ensure a high-quality education for New York students who face barriers to academic success, focusing on students from low-income backgrounds. We speak out for students whose needs are often overlooked, such as students with disabilities, students from immigrant families, students who are homeless, students with mental health needs, court-involved youth, and students in foster care.

Intro. 857 and Students in Foster Care

In recent years, New York City has begun to focus on the unique educational needs of students in foster care. With the strong backing of the Council, the DOE created a first-in-the-nation team focused solely on students in the foster system. As the newly hired team dives into student data, they can see what we in the advocacy community have known anecdotally for years: that students in foster care disproportionately are suspended from school and over-represented in segregated special education settings, rather than receiving the behavioral supports and interventions they need in their home schools to heal from the trauma they have experienced. In fact, Advocates for Children recently published a [report](#) analyzing five years of education data we received from the DOE in response to a Freedom of Information Law request, showing that, among other findings, the DOE issued suspensions to students in foster care pre-pandemic at almost four times the rate at which it issued suspensions to City students overall.¹ Moreover,

¹ See Advocates for Children of New York, *Building on Potential: Next Steps to Improve Educational Outcomes for Students in Foster Care* (January 2023) at 3, 9. Disparities were even worse with respect to superintendent's suspensions (suspensions of more than 5 days). During the 2016-17 to 2018-19



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students in foster care are more than twice as likely to be found eligible for special education services as other New York City students, and twice as likely to be recommended for District 75 placements, the Citywide all-special education district that serves students with the most significant needs.²

While the DOE is required to publicly report data regarding special education services and suspensions, these reports currently do not include any specific information about students in foster care, masking the significant disparities mentioned above. Public access to this data is vital so that policymakers and advocates can identify key intervention points, develop targeted solutions, and hold the school system accountable. That's why it's critical that the reporting laws be amended to include students in foster care as a distinct group. Thank you, Chair Joseph, for sponsoring this important bill and moving it forward. **We appreciate your commitment to improving the education of students in foster care and look forward to seeing Intro. 857 enacted into law.**

As we strive to improve the education delivered to students in foster care, we also must ensure that students in the foster system have prompt, reliable and appropriate transportation to school. Federal and state law require the City to provide transportation to students in foster care so they can stay in their original school when they come into foster care or change foster homes, except in the limited situations where it is in the students' best interest to transfer schools. While many students in foster care do currently get busing, the DOE still does not guarantee bus service or a comparable mode of transportation to these students. As the DOE [website](#) states, students in foster care in grades Pre-K to 6 are eligible for school bus service OR a MetroCard; if a bus is not available in 10 business days, alternative transportation may be available. Furthermore, while the DOE says it will reimburse transportation costs if no bus is available, they will not reimburse for a chaperone if the foster parent or an agency staff member cannot escort the student to and from school every day, and there have been significant delays in reimbursing foster care agencies for transportation expenses that are allowed. As a result, students who cannot travel to school on their own have been forced to transfer schools, and even change foster homes, if they cannot be added to an existing bus route.

Even when students do get busing, delays of a month or more in placing students on a bus route can be hugely destabilizing to families. Additionally, I routinely hear about students in foster care who are being picked up at 6 in the morning or earlier, only to arrive at school late, or whose drivers simply don't come at all, leaving children waiting for hours wondering if they will be able to go to school that day. Last week, I learned about a child whose bus has not been showing up at least once per week for over two months now. When it does come, the driver is often several hours late because, as the bus company told the foster parent, they "have to pick up and drop off the regular kids first."

school years, the DOE issued superintendent's suspensions to students in foster care at more than five times the rate at which it issued long-term suspensions to City students overall.

² *Id.* at 7.



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To ensure students get the transportation they need, **the City should invest \$5 million in the DOE budget to provide prompt, reliable bus service or other door-to-door transportation to the relatively small number of students in foster care who need it to maintain school stability.**

Intro. 121

With respect to Intro. 121, public reporting on the number of crisis interventions, 911/EMS calls, and students restrained by school staff will be essential to monitoring the success and impact of Therapeutic Crisis Intervention in Schools (“TCIS”) training. To this end, we encourage the Council to collaborate with advocates, the DOE, NYPD, and others to amend the Student Safety Act to improve data collection and reporting requirements. We also recommend modifying section (b) of Intro. 121 to require the DOE to report on the number of hours of TCIS training received, in addition to the number and percentage of individuals trained. For example:

Such information shall include, but not be limited to: (i) the total number and percentage of teachers who have completed TCIS training within the preceding school year and the average number of hours of training received by each teacher; (ii) the total number and percentage of administrators who have completed TCIS training within the preceding school year and the average number of hours of training received by each administrator; and (iii) the total number and percentage of other school staff, including but not limited to guidance counselors and social workers, who have completed TCIS training within the preceding school year and the average number of hours of training received by each staff member.

Thank you for this opportunity to testify today. I’m happy to answer any questions you may have.



The Education Trust – New York

Memo of Support

New York City Council Committee on Education June 21, 2023 Hearing Legislation

Int. No. 121 / Int. No. 857 / Int. No. 928 / Res. No. 422 / Res. No. 444 / Res. No. 445 / Res. No. 446

[The Education Trust – New York](#), a non-profit and non-partisan research, policy, and advocacy organization that works to advance educational equity across the state of New York writes to the New York City Council Committee on Education to support the passage of the following legislation being referred during the June 21, 2023 hearing: Int. No. 121, Int. No. 857, Int. No. 928, Res. No. 422, Res. No. 444, Res. No. 445, and Res. No. 446.

We strongly support the passage of Int. No. 121 which would require the Department of Education to annually report on the number of teachers, administrators, and school staff who have completed therapeutic crisis intervention in schools training. This training program, offered by the Department of Education, plays a vital role in equipping educators with the necessary tools to address and manage behavioral crises in schools. By mandating the reporting of this data to the mayor, the council, and community education councils, this proposed bill ensures transparency and accountability in the education system. The information provided will offer insights into the overall preparedness of our schools to handle behavioral challenges effectively and will help identify areas that require additional support and resources, enabling targeted interventions to improve the well-being of both students and educators.

We offer our support of the passage of Int. No. 857 to expand disaggregated data to include metrics on students in foster care for the Department of Education reporting. Students who are living in foster care or in temporary housing are far too often faced with additional challenges and barriers to academic success. Collecting disaggregated data on students in foster care or in temporary housing allows us to identify disparities in educational outcomes and resource allocation. This information is vital for policymakers, educators, and advocates to address systemic inequalities and implement targeted interventions. By understanding the specific challenges these students face, we can work towards creating supportive environments, ensuring access to quality education, and providing necessary resources to help them succeed academically.

The Education Trust – New York supports the passage of Int. No. 857 which would require the Department of Education to report on funding for restorative justice programming and services. Restorative justice programming and services provide an alternative approach to discipline that focuses on repairing harm, fostering empathy, and building positive relationships within the school community. Restorative justice programs have been shown to reduce disparities in discipline outcomes, particularly among marginalized student populations. By mandating the reporting of funding and spending on these initiatives, this legislation promotes transparency and accountability within the Department of Education. This data will help to shed light on the progress and impact of these initiatives in improving school

climate, reducing suspension rates, and addressing the root causes of disciplinary actions. Such insights are crucial in advocating for continued funding, expanding successful programs, and identifying areas that require additional support and resources.

We support the passage of Res. No. 422 which calls upon the New York City Department of Education to expand career-connected learning programs and opportunities at all public high schools. The existing range of over 260 CTE elective courses and programs offered by the DOE across 135 high schools with over 60,000 participating students is commendable. However, with a public school system comprising 542 high schools and an enrollment of over 300,000 high school students, it is crucial that every student has access to these invaluable programs. Career-connected learning programs have been shown to increase student engagement, improve academic performance, and enhance post-secondary outcomes. By offering a broader range of CTE programs and other career-connected learning initiatives, we can better prepare all students for their future endeavors beyond high school. These programs provide practical, hands-on experiences that help students develop essential skills, explore potential career pathways, and make informed decisions about their future educational and career trajectories.

We urge City Council to support Res. No. 444, Res. No. 445, and Res. No. 446. which would call upon the New York State Legislature to establish the Citywide Leadership Team, require District Leadership Teams to appoint student representatives, and ensure District Leadership Teams operate under open meeting laws to ensure that parent and student voices are included in citywide decision making. Parents and students are essential to building high-quality, equitable schools that are aligned with community needs. However, too often both parents and students – especially those of color and from low-income backgrounds - don't have access to opportunities which contribute their own knowledge in critical education policy decisions. Parents and students deserve the right to participate fully in decision-making processes that impact their lives both within and beyond the classroom. In fact, parent and student voices are more important now than ever before. Passing these bills will ensure that parent and student voices are represented in all citywide education decision-making processes and will ensure that these decisions are transparent and are being held accountable to the New York City public.

For information regarding The Education Trust–New York please contact Dia N. Bryant at dbryant@edtrustny.org.

Sincerely,

Dia N. Bryant



Brooklyn Defender Services
177 Livingston St, 7th Fl

Tel (718) 254-0700
Fax (718) 254-0897

TESTIMONY OF:

Hannah Mercuris – Senior Attorney, Education Practice

BROOKLYN DEFENDER SERVICES

Presented Before

The New York City Council Committee on Education

Oversight Hearing on Legislation related to Students in the Foster System

June 21, 2023

My name is Hannah Mercuris, and I am a Senior Attorney in the Education Practice at Brooklyn Defender Services (BDS). BDS is a public defense office, representing approximately 22,000 people each year who are accused of a crime, facing the removal of their children, or at risk of deportation. We thank the Committee on Education and Chair Joseph for the opportunity to address the Council about the educational challenges facing children who are separated from their families by the foster system.

For over 25 years, BDS has worked, in and out of court, to protect and uphold the rights of individuals and to change laws and systems that perpetuate injustice and inequality. Our staff consists of specialized attorneys, social workers, investigators, paralegals, and administrative staff, all of whom are experts in their respective fields. BDS' Family Defense Practice is the primary provider of legal representation to parents facing the removal of their children to the foster system in Kings County Family Court. BDS also provides a wide range of additional services for our clients, including civil legal advocacy, assistance with the educational needs of our clients or their children, housing and benefits advocacy, and immigration advice and representation. BDS' Education Practice delivers legal representation and informal advocacy to our school-age clients and to parents of children in New York City schools. Many of the parents we serve are facing the removal of their children in family court. As an interdisciplinary legal and social work team, we work to ensure that our clients can remain active in their children's education, even when those children are removed from their care, and that their children receive the educational support to which they are entitled.

Proposed Legislation

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BDS supports Intro 857, which would require the Department of Education (DOE) to report on education metrics for students in the foster system. We are encouraged that the City Council is asking for more data on students in the foster system. In our role as educational advocates for families directly impacted by this system, Brooklyn Defender Services sees the many ways that students in the foster system become disconnected from their school communities at a time when their lives have been disrupted by family separation and may be experiencing incredible distress as a result. We work with parents who fight to ensure that their children continue to make educational progress and retain the relationships they have developed in their because they know how important these connections are during their time in the foster system.

Students in the foster system become disconnected from school in many significant ways: their parents are often excluded from their educational lives, they are excluded from their own schools when they experience behavioral challenges that lead to suspensions, and they are often unable to attend school in their communities through lack of transportation and inappropriate school transfers. While we appreciate the introduction of this legislation, we encourage the City Council to take additional action to ensure that adequate services are provided to students to prevent foster system involvement, that students and their families receive the appropriate services and communication during family separation, and that supports put in place when a child is in a foster placement remain, if appropriate, when a child is returned home.

Navigating DOE during foster placement

The DOE, Administration for Children's Services (ACS), and foster agencies often exclude parents from their children's educational lives when families are separated by the foster system. This often happens because schools wrongly believe that the presence of ACS or a foster agency means that parents are no longer permitted to remain involved in their children's educations. Parents are often incorrectly told DOE staff that they may not speak with school staff or teachers, that they may not participate in school meetings and conferences, and that they may not receive their children's educational records. ACS and foster agencies often fail to pass along information that they receive from schools to parents and rarely encourage schools to reach out to parents directly. Schools then communicate primarily or solely with the foster parent. Our office must regularly call school administrators and explain that parents have the right to be informed and make decisions about their children's educations. This includes directing DOE staff to their own website, which states parents' rights when their children have been removed to the foster system. With our community partners, BDS has provided training to DOE parent coordinators and other staff to ensure that school officials are aware of parents' rights when ACS is involved.

The lapse of communication between schools and parents is particularly harmful for the more than 40% of children in the foster system who are students with disabilities.¹ For those students, their parents' participation, contributions, and consent to special education services are essential for their educational progress. This is not just because the vast majority of parents remain their children's educational decision-makers when their children are in foster placements, but also

¹ Advocates for Children, "Building on Potential: Next Steps to Improve Educational Outcomes for Students in Foster Care," at 3 (January 2023), *available at* https://www.advocatesforchildren.org/sites/default/files/library/building_on_potential.pdf?pt=1.

because children change agency case planners and foster placements frequently, meaning that often, the only person with knowledge of their entire educational history is their parent.² Parents' deep understanding of their children is essential to developing appropriate special education programs. Additionally, the strategies that service providers use to support and guide children with disabilities are often most effective when reinforced at home, and the majority of children return home from the foster system.³ When children return home, their parents' knowledge of what happened with their education while they were separated is also critical to their educational success going forward.

Students in the foster system also become disconnected from their school communities because those students simply are not in school, whether it's due to suspensions from school, lack of transportation, or school changes that undermine their right to school stability.

Students in the foster system are disproportionately suspended and excluded from their classrooms, leading to disengagement, lost instructional time, and erosion of important school-based relationships.⁴ Many students experience behavioral challenges in school because of or exacerbated by the trauma of being separated from their families and communities. Once suspended, students can become further disengaged from school, as they often fall behind academically. Exclusionary discipline is never academically beneficial for students, and students in the foster system already have lower academic achievement than their peers.⁵

Though policy changes have been made to ensure school stability,⁶ children in the foster system still change schools frequently because their foster placement is changed, because of distance, lack of transportation, or other logistical needs related to their placement in the foster system. Unnecessary school changes can lead to students refusing to attend or skipping school, and it can also lead to significant educational setbacks, as supportive teachers or service providers are no longer available.

² Nearly one in five children in the foster system ends up changing schools during a single school year, sometimes more than once. Advocates for Children and The Legal Aid Society, "Building a Network of Support: The Case for a DOE Office for Students in Foster Care," at 4 (May 2021), available at

https://www.advocatesforchildren.org/sites/default/files/library/foster_care_office_report_52021.pdf?pt=1.

³ Administration for Children's Service, "FY 2021 Foster Care Strategic Blueprint Status Report," at 7 (July 2020-June 2021), available at, <https://www.nyc.gov/assets/acs/pdf/data-analysis/2021/FCStrategicBlueprintFY2021.pdf>.

⁴ Advocates for Children, "Building on Potential: Next Steps to Improve Educational Outcomes for Students in Foster Care," at 9-10 (January 2023), available at

https://www.advocatesforchildren.org/sites/default/files/library/building_on_potential.pdf?pt=1.

⁵ In 2019, only one-quarter of students in the foster system graduated on time, as opposed to three-quarters of all New York City high school students. Center for Innovation Through Data Intelligence, "Education Outcomes of Youth in Foster Care," at 4 (May, 2022), available at,

https://www.nyc.gov/assets/cidi/downloads/pdfs/Education_Outcomes_May19_2022.pdf. In 2020 and 2021, less than half of students who had been in the foster system during high school graduated and more than 20% dropped out altogether.

In 2020 and 2021, well under half of students who spent time in foster care during high school graduated, while more than 20% dropped out. Advocates for Children, "Building on Potential: Next Steps to Improve Educational Outcomes for Students in Foster Care," at 15 (January 2023), available at

https://www.advocatesforchildren.org/sites/default/files/library/building_on_potential.pdf?pt=1.

⁶ Schools must allow a child to remain in their school of origin when it is in their best interest, even when they move outside the school district, and provide transportation to school of origin. 20 U.S.C. § 6312(c)(5)(B).

This Committee has previously heard how students in the foster system miss school because of delays in providing transportation.⁷ Even when school stability for a student in foster care is maintained, and even when requests for changes to bus routes are requested correctly and timely, these requests often take an average of 30 days to process. ACS and foster agencies also routinely deny requests to provide transportation or chaperones while DOE transportation is pending.

Recent Example: Child with Autism in Foster System Denied Access to Educational Services

Just last week a parent I am working with requested that ACS provide transportation so that her young son could continue to attend his specialized program for students with autism in Brooklyn, while living with his maternal grandmother, a kinship foster resource, in the Bronx. ACS refused to provide transportation for our client's son to attend school and said that they were "looking into remote learning," an unrealistic and inappropriate recommendation with his educational needs. Lack of transportation very often leads to students switching schools entirely, which is another pervasive problem that we see when students enter the foster system. Whether the DOE or ACS is responsible, timely, reliable, and direct transportation for students in the foster system must be guaranteed.

Because of these interconnected issues of school disconnection, more than half of students in the foster system are chronically absent from school,⁸ but parents are expected to fix these challenges the moment their children return to their care. We cannot hold foster agencies to a different standard than parents when it comes to school attendance. Students in the foster system also often return home academically behind and without a familiar or supportive school community to help them regain the skills and instruction that they have lost. Parents are expected to jump in to fix these challenges with few resources or support, while simultaneously working to heal and repair their family from the time they were separated.

Conclusion

We are grateful to the Council for your attention to this critical issue. We hope that this data gathered by this bill will provide critical information about the best ways for our City to support students and their parents as they navigate the foster system *and* after they are reunited. Thank you for the opportunity to testify today. If you have any questions, please reach out to Anna Arkin-Gallagher, Education Policy Counsel, at aarkingallagher@bds.org.

⁷ See our previous testimony on this topic online here, [/bds.org/assets/files/School-Transportation-Written-Testimony-11.21.22.cleaned.pdf](https://bds.org/assets/files/School-Transportation-Written-Testimony-11.21.22.cleaned.pdf)

⁸ Advocates for Children, "Building on Potential: Next Steps to Improve Educational Outcomes for Students in Foster Care," at 8 (January 2023), *available at* https://www.advocatesforchildren.org/sites/default/files/library/building_on_potential.pdf?pt=1.



New York City Council Committee on Education Hearing
Wednesday, June 21, 2023

My name is Naomi & I am the Education Policy Coordinator representing the Coalition for Asian American Children and Families, CACF. We are the nation's only pan-Asian children and families' advocacy organization bringing together community partners and youth to fight for equity for Asian Americans and Pacific Islanders (AAPI).

An essential step in ensuring that students in foster care receive the services they need from the education system is collecting and making transparent comprehensive and disaggregated data on their IEP status and progress of evaluations, by free lunch eligibility, status as a student in temporary housing, as well as by race/ethnicity, gender, grade, and district. Students in foster care often face disruption in their education and existing systems fail to address their needs and provide essential services. Such needs are compounded for students marginalized by language, race/ethnicity, and immigration status even more so. AAPIs in foster care in particular need access to culturally responsive and in-language services, yet the extent to which these resources exist– or don't exist– in the current foster care system is not known because of the lack of data. Anecdotally, we understand that there are not enough AAPI families offering foster care to AAPI youth who can ease their transition by having familiarity with a shared language and culture. The reasons for low numbers of AAPI foster families are not entirely known– it could be because this opportunity is not introduced to AAPI families in a culturally and linguistically effective way. Clear, transparent, and comprehensive disaggregated data offered through Int. No. 857 will help agencies effectively understand the demographics of the AAPI foster care student population and bring them closer to meeting their needs through culturally-specific outreach.

In addition to supporting students in foster care systems, there are other avenues we can strengthen to ensure all students receive the care they need. Therapeutic crisis intervention (TCI) is a protocol developed by Cornell University for use in residential care facilities. It aims to prevent and de-escalate crisis situations and can be adopted by education systems to reduce risk of harm to students and staff while helping students manage stressful situations. As a systems approach that aims to enable staff to safely respond to crisis situations, as well as equip students with long-term emotional management skills, TCI has the potential to offer an alternative to traditional disciplinary responses to crisis situations, which often turn violent and perpetuate a cycle of harm against mainly students of color and students with disabilities.

Similarly, "restorative justice" also emphasizes learning and community involvement. Through this framework, students repair the harm they caused and restore and strengthen relationships, benefiting the whole school community by addressing the root of the problem rather than expelling the student and/or involving the police. Individuals, schools, and districts that are committed to improving their capability to safely, thoughtfully, and productively respond to crises in schools should be commended and encouraged, as offered through Int. No. 121 and 928.

**Testimony of Caitlyn Passaretti and Marija Drobnjak
Policy and Advocacy Associate & Senior Research Associate for Data Resources
Citizens' Committee for Children of New York**

**Submitted to New York City Council Committee on Education
Int 0857-2022 To Expand Disaggregated Data in Department of Education Reporting to
Include Metrics on Students in Foster Care**

June 21st, 2023

Since 1944, CCC has served as an independent, multi-issue child advocacy organization dedicated to ensuring that every New York child is healthy, housed, educated, and safe. CCC does not accept or receive public resources, provide direct services, or represent a sector or workforce. We document the facts, engage, mobilize New Yorkers, and advocate for New York City's children. Our mission is to ensure that every New York child is healthy, housed, educated, and safe.

We would like to thank Chair Joseph and all the members of the Committee on Education for hosting this hearing and listening to issues impacting students in foster care. CCC stands with our partners in urging the City to ensure that foster students have access to safe transportation, and that students in foster care are accurately captured in data from DOE.

Support students in foster care by ensuring safe and accessible transportation

While both federal and state law require the City to provide transportation to students in foster care so they can remain in their original schools, the DOE currently does not guarantee any form of transportation to these students. This is causing deeply harmful disruptions for students in foster care, including by forcing them to transfer schools or foster homes in order to access an education.

Being in foster care is disruptive enough for a young person; the DOE must do everything in its power to ensure that students in foster care are supported and, at the bare minimum, can get to school. During the 2019-20 school year, one in five NYC students had to change schools upon their initial placement in foster care. This disruption of students' lives and education is unacceptable and unjust. According to the DOE website, students in foster care in grades Pre-K-6 are eligible for school bus service OR a student MetroCard; if a bus is not available in 10 business days, alternative transportation *may* be available. **We ask the City Council to ensure that the CFY24 adopted budget includes \$5 million for the DOE to provide bus service or other door-to-door transportation to the relatively small number of students in foster care who need it to maintain school stability.**

Support for Int. 0857

CCC aims to make data accessible and usable in the pursuit of equity, support, and care for New York children and families. For decades, CCC has been producing several comprehensive publicly available data resources illustrating community-level trends in NYC, such as our [online](#)

[database Keeping Track Online](#), and reliable desk reference [Keeping Track on New York City's Children data book](#), among others. In all our data products, whenever public data allow, we include disaggregated data by racial/ethnic and other socio-economic demographics, including data specific for children in temporary housing and foster care children to illustrate progress as well as inequities.

We currently leverage several data sources, mainly from the Administration for Children's Services, to understand the state of over 7,000 children in foster care in NYC, including where children are placed, their race/ethnicity, age cohorts, and length of stay in foster care. However, we lack data which would illustrate how children in foster care fare in different systems administered by the Department of Education. Nationwide research shows disparate outcomes for students in foster care, which reinforces the experiences shared by students, advocates and providers. **We strongly believe that we can start equitably supporting all children in our city, only once we have publicly available data to allow us to understand the scope of discrimination to allow us to cultivate subsequent solutions.**

We therefore strongly supporting Int. 0857, which would mandate the DOE to report outcomes for foster care students related to their:

- Receipt of special education services (both school-age and preschool), which will be captured within existing DOE Annual Special Education Data Report for School Age Students ([link](#)) and Annual Preschool Special Education Data Report ([link](#)), both mandated by the Local Law 21.
- Suspensions and students' discipline reports mandated by Local Law 63 and 93 ([link](#)),
- Overall enrollment including by grade level, gender, race/ethnicity, language spoken at home and ELA and Math level, which will be captured within existing Diversity Reports mandated by Local Law 59 and 223 ([link](#)).

Several of these reports already have data disaggregated by race/ethnicity, gender, students with disabilities, and/or students in temporary housing, and we think it is critical to include disaggregated data for students in foster care, as this population of students is experiencing unique hardships.

By reporting on students in foster care, we will be able to acknowledge and address disparities, as well as ensure that the city and advocates can provide solutions for the students and ensure youth in foster care are supported. We therefore urge passage of this bill. Thank you for the opportunity to provide testimony.



**Submitted Testimony of Testimony of Deidra Nesbeth, Director, Fostering Youth Success Alliance at Children's Aid
New York City Council Committee on Education Hearing on Int. 857-2022
To Expand Disaggregated Data in Department of Education Reporting to Include Metrics on Students in Foster Care
Wednesday, June 21, 2023**

Thank you, Chair Rita Joseph and members of the Education Committee, for the opportunity to submit testimony in support of Intro. 857 to expand the New York City Department of Education's (DOE's) data reporting requirements to include metrics on students in foster care.

The Fostering Youth Success Alliance (FYSA) is a statewide advocacy group that promotes responsive policy and programs to improve the socioeconomic, physical and mental health, housing, and educational outcomes for youth in and aging out of foster care. The alliance is comprised of concerned providers, activists, and youth who are committed to securing stabilizing supports that empower youth across New York to overcome barriers and excel in life. FYSA is housed at and managed by Children's Aid, a multi-service human services organization located here in New York City.

One of FYSA's most notable initiatives is the Foster Youth College Success Initiative (FYCSI) which provides academic and financial assistance to address gaps in support for youth with a foster care background in New York as they pursue college degrees. The initiative aims to provide young people with every support they need to thrive in college. However, FYSA strongly believes that providing young people with every support they need to succeed well before this time is essential. For students with a foster care background to explore higher education options, they must first be supported through their primary and secondary education.

Of FYSA's steering committee members across New York City, several providers have experienced their students in foster care facing unfair suspensions or delays in receiving their special education services. These suspensions can be the result of misunderstood trauma. For students delayed in receiving their special education services, they are not being set up to succeed academically. Improved access to data is needed so that the DOE, ACS, policymakers, and advocates can monitor disparities, identify key intervention points, develop targeted solutions, and measure the



effectiveness of any new programs or initiatives. That's why it's critical that the City's existing education data reporting laws be amended to include students in foster care as a distinct group. We thank Chair Joseph for sponsoring this bill and moving it forward. Data access allows for informed decisions to be made to best support students in foster care to thrive academically.

As we strive to improve the education of students in foster care and address disparities, it is also critical to ensure that students in foster care have prompt, reliable, and appropriate transportation to school. Federal and state law require the City to provide transportation to students in foster care so they can stay in their original school when they come into foster care or change foster homes, except in the limited situations where it is in the student's best interest to transfer schools. While many students in foster care do currently receive busing, the DOE still will not guarantee bus service or another comparable mode of transportation to these students. According to their website, students in foster care in grades Pre-K-6 are eligible for school bus service OR a student MetroCard; if a bus is not available in 10 business days, alternative transportation may be available.

Students in foster care can wait for extended periods of time before bus routes are identified for them. When these routes are identified, they do not always get students to school promptly. For instance, some students may miss the start of the school day due to the time their bus arrives at school. Additionally, the identified routes can be extremely long, meaning that when students arrive at school, they are already tired and unable to learn effectively.

It is essential that bus routes and transportation are not just available but that they are appropriate, safe, and reliable for students in foster care. When this is not, foster care agencies step in to ensure that students can still make it to school. This can mean having agency staff escort students to school or providing alternative transportation. However, this is costly, not just financially but in terms of time taken away from the tasks of ensuring permanency for children and families.

Furthermore, while the DOE says it will reimburse agencies and foster parents for transportation costs if no bus route is available, they will not reimburse expenses for a chaperone if the foster parent or agency staff cannot accompany the student to and from school every single day, and agencies have experienced extensive delays getting reimbursed for those costs that are allowed.

FOSTERING ■■■■■
YOUTH SUCCESS
■■■■■ **ALLIANCE**

The City must invest \$5 million in the DOE budget to provide prompt, reliable, workable bus service or other door-to-door transportation to the relatively small number of students in foster care who need it to maintain school stability, as is promised to students under federal and state law.

Thank you again for the opportunity to submit testimony. If you have any questions regarding this testimony, please contact Deidra Nesbeth, Director of the Fostering Youth Success Alliance, at dnesbeth@childrensaidnyc.org or (646) 477-4322.



The New York City Council Committee on Education

Honorable Rita Joseph, Chair

Re: Int 0857-2022 to Expand Disaggregated Data in Department of Education Reporting

Including Metrics on Students in Foster Care

June 21, 2023

Testimony of Next100

Good afternoon Chair Joseph and members of the Committee on Education. Thank you for the opportunity to testify about Int 0857-2022. Thank you, Chair Joseph, for sponsoring this bill and moving it forward.

My name is Chantal Hinds and I am a policy entrepreneur at Next100, a startup think tank working to diversify the public policy sector. As a policy entrepreneur at Next100, I conduct original research and provide policy recommendations at the intersection of the foster system and education—an intersection I am familiar with having advocated on behalf of these students and families for nearly 8 years. Prior to Next100, I was an attorney at Advocates for Children of New York, where I represented students and families in the foster system in New York City, ensuring those students received the supports and services they needed to succeed.

Last year, I issued a report¹ about the need for increased education data transparency for foster youth in New York State as an initial step in addressing the challenging academic outcomes experienced by many young people in the foster system. Through my research and scan of state report cards, I made recommendations that New York State should consider making publicly available more data points about the educational outcomes and experiences of students in the foster system. Some of the recommendations included data about suspensions; disability status, classifications, and school placement; and grade retention. I am delighted that New York City, through the City Council, is taking a step forward in leading the charge in our state on reporting more details about the educational outcomes and experiences of young people in the foster system.

This bill's focus on increasing and expanding reporting for students in the foster system including data on special education, suspensions, and enrollment is a critical step in our state for improving overall education outcomes for this student population. The City's

¹ "Why Data Matters for New York Students in the Foster System," Next100, accessed June 21, 2023, <https://thenext100.org/why-data-matters-for-new-york-students-in-the-foster-system/>.



existing education data reporting laws must be amended to include students in the foster systems as a distinct group.

In January 2023, Advocates for Children of New York (AFC) released a report² highlighting some of the educational outcomes for students in the foster system in New York City. This report was based on a Freedom of Information Law (FOIL) request and until its issuance, many of the disparities and challenging experiences were unknown to the public. The fact that this data was unknown made it nearly impossible to hold the New York City Department of Education (DOE) accountable for these student outcomes.

AFC's report specifically highlighted the rates of special education for students in the foster system in New York City noting that over 40 percent of students in the foster system were classified as students with disabilities—a rate more than twice that of all students. Additionally, when it comes to suspensions, the report noted that one in every 13 students in the foster system were suspended during the 2016-17, 2017-18, and 2018-19 school years. Students also experienced a disproportionate number of superintendent's suspensions (suspensions lasting 6–180 days) during those school years, combined, by a rate more than five times the rate at which the DOE issued suspensions to New York City students overall.

Data plays an important role in providing a baseline understanding of the educational experiences of students in the foster system and can act as a guide for informed and educated decision-making about how to address the educational challenges faced by these young people. For example, the state of California has a long history of collecting data on the educational experiences and outcomes of students in the foster system. In 2021, that data informed a report³ that included recommended practices from four districts across the state that improved outcomes for their students in the foster system through various strategies like individualized plans and supports and restorative justice practices. With the reporting data required under Int 0857-2022, the DOE and City Council can not only identify problem areas as it relates to the academic success of our young people in the foster system, the DOE and City Council can also begin to recognize positive trends where students are excelling and work to ensure those practices are shared across all schools in the district.

Improved access to data is critically important for the DOE, Administration for Children's Services (ACS), policymakers, and advocates to monitor disparities, identify

² "Building on Potential: Next Steps to Improve Educational Outcomes for Students in Foster Care," Advocates for Children of New York, accessed June 21, 2023, https://www.advocatesforchildren.org/sites/default/files/library/building_on_potential.pdf.

³ "California Foster Youth Outcomes: Recommended Practices from Four Successful School Districts," California Department of Education, accessed June 21, 2023, <https://www.cde.ca.gov/ls/pf/fy/documents/fyoutcomes.docx>.



key intervention points, develop targeted solutions, and measure the effectiveness of any new programs or initiatives.

In addition to the need for data in improving educational outcomes for young people in the foster system, the City must ensure that students have prompt, reliable, and appropriate transportation to school. Getting to school is a challenge that no student should have to face, much less students who are in the City's care and custody. Federal⁴ and state⁵ law require the City to provide transportation to students in the foster system so they can stay in their original school when they come into the system or change foster homes, except in the limited situations where it is in the students' best interest to transfer schools. While many students in the foster system do currently receive busing, the DOE still has not guaranteed bus service or another comparable mode of transportation to these students. According to their website, students in the foster system in grades Pre-K-6 are eligible for school bus service OR a student MetroCard; if a bus is not available in 10 business days, alternative transportation may be available.

As a result, students who cannot travel to school on their own have been forced to transfer schools, or even transfer foster homes, if they cannot be added to an existing bus route. Even when students do receive busing, delays of a month or longer in placing students on a bus route can be hugely destabilizing to students. Furthermore, while the DOE says it will reimburse agencies and foster parents for transportation costs if no bus route is available, they will not reimburse costs for a chaperone if the foster parent or agency staff cannot accompany the student to and from school every single day, and agencies have experienced extensive delays getting reimbursed for those costs that are allowed.

The DOE's current stance on transportation does not meet its obligation under federal and state law. To ensure students receive the transportation they need, the City should invest \$5 million in the DOE budget to provide prompt, reliable, workable bus service or other door-to-door transportation to the relatively small number of students in the foster system who need it to maintain school stability.

Thank you for the opportunity to provide this testimony and for considering the importance of data reporting and transportation funding for students in the foster system.

Submitted by:
Chantal Hinds, J.D.
Policy Entrepreneur, Next100
hinds@thenext100.org

⁴ Every Student Succeeds Act. Pub. L. No. 114–95, § 1112, 129 Stat. 1856.

⁵ N.Y. Educ. Law § 3244.

From: Queens HS President Council <QHSPresCouncil@schools.nyc.gov>
Sent: Monday, June 19, 2023 7:18 PM
To: District19; District20; franciscomoya2023@gmail.com; District22; District23; District24; District25; District27; Speaker Adams; District29; District30; District31; District32; District34; Testimony
Cc: liu@nysenate.gov; jackson@nysenate.gov; benedettom@nyassembly.gov; infocpacnyc@gmail.com; District40; qhspcny
Subject: Strong Opposition to the Establishment of the CLT (Res. No. 446)
Attachments: Final QHSPC Resolution Supporting Borough Partnerships and Opposing CLT.pdf; QHSPC Resolution Response (2).pdf
Importance: High

Hello Queens City Council Members

[Res. No. 446 \(Joseph\)](#), a Resolution calling upon the New York State Legislature to pass, and the Governor to sign, S.7280/A.8194, establishing the citywide leadership team.

We are writing to you to vote no on Res. No. 446 which encouraged Gov. Holchul and NYS Legislature to pass bill S.7280/A.8194 which will establish a Citywide Leadership Team. We already wrote and spoke to NYS Senators and Assemblypersons not to vote and pass the bill to establish the CLT. We have attached our resolution stating the reason why and included the response that we received by the DOE in which they opposed the creation of the CLT and found it a redundancy.

Brief summary below:

Some background information, Queens High School Presidents' Councils (QHSPC) is composed of all the HS PA/PTAs Presidents or Designee within the borough. QHSPC has approximately 90 members. We support and represent all the high school PA/PTAs within the borough of Queens.

Queens High School Presidents' Council (QHSPC) Resolution Supporting the Creation of Borough High School Partnerships and Opposing the Creation of a Citywide/Central Leadership Team (CLT) was approved by membership on Monday, December 12, 2022. In light of the change that NYC DOE having each high school superintendents create their own District Comprehensive Education Plan (DCEP), there is an imperative need to implement the Borough HS Partnerships which was underway prior to the change in administrations. Queens has 7 HS superintendents, only 1 superintendent is a District Leadership Team (DLT) member for the district and represents the high schools in the district. At our district leadership teams, high schools' concerns, issues are usually secondary to conversations on these monthly meetings. The high school superintendent usually talks about their own schools and cannot answer questions and raise concerns that affect the other schools in the district.

In addition, the district leadership team high school stakeholders usually see the high school goals, data, and their section / part of the DCEP at the monthly DLT meetings. Since every HS superintendent is now creating their DCEPs and the three high school stakeholders (CSA/UFT/Borough HS Presidents' Council), when will the stakeholders be consulted and collaborated with regarding their DCEP. We know the NYC DOE Central has not provided any guidance in this matter. We will not sign any DCEP that were not consulted. The Borough HS Partnership can be the forum (bimonthly or quarterly) to have discussions on DCEPS and all other topics,

concerns, professional development, exchange of information between, collaboration and strengthening our partnership with all high school stakeholders within the borough.

Finally, in regards to the Citywide / Central Leadership Team (CLT) (Senate Bill S7280/A8194), we oppose any formal law creating this structure to be implemented for our NYC Public Schools. It is not aligned with NYS Education Law 2590-h, the Commissioner's Regulation 100.11 Plan, and the Chancellor's Regulation A655 in regards to SLTs and DLTs. NYC DOE Central does not need the CLT as an oversight body when we have the NYS Education Department as governance. Using a top down approach and creating another citywide structure which will be another clog in the bureaucracy is not the way to go when we do not have all of our high functioning SLTs or not using current structures in place effectively and efficiently. We know that real change occurs at the local level. Our high functioning schools have high functioning SLTs. High functioning DLTs, have high functioning districts and boroughs. Let's achieve these goals first before adding another citywide structure. When we get there, implement a structure that aligns with SLTs and DLTs, if needed.

Barbara and Shirley, Co-Presidents

Be safe, be well and be kind.

Queens High School Presidents' Council

Our Voices Matter!

Elevating the High School Voice!

eMail: QHSPCNY@gmail.com; QHSPresCouncil@schools.nyc.gov

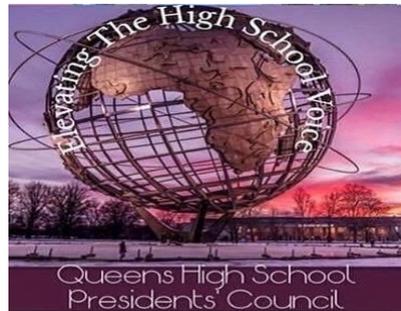
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[QHSPC Website](#)

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[QHSPC Facebook Page](#)





90-27 Sutphin Boulevard, 2nd Floor, Jamaica, NY 11435 / Email 1: qhspcnyc@gmail.com / Email 2: QhsPresCouncil@schools.nyc.gov
Website 1: <https://site.google.com/site/queenshspcnyc> / Website 2: <https://qhspcnyc.ptboard.com>

Resolution Supporting the Creation of Borough High School Partnerships and Opposing the Creation of a Citywide/Central Leadership Team (CLT)

WHEREAS, even though efforts have been made to encourage discussion of high school issues at district leadership team meetings, the current DLT structure does not function at the high school level as needed for all stakeholders to engage in fruitful and collaborative partnerships. DLTs across NYC bring together the K-8 district superintendent UFT, CSA, and DC37 representatives; the district Presidents' Council president; chairperson of Title 1 DPAC; and the CEC president to review educational data and collaborate on the best path forward toward improving education within each district. This collaboration does not take place at the high school level in NYC. Despite Chancellor's Regulation A-655 requiring that high school superintendents with high schools located in a district participate in the district's DLT, this requirement is impractical given the current high school superintendency structure. In theory, high school superintendents would have to attend up to a dozen or more DLTs every month, and every DLT would have up to 7 high school superintendents. In practice, high school superintendents occasionally send designees but the rich, detailed, collaborative discussions between stakeholders needed to improve high school education in NYC never take place.

WHEREAS, the DOE has announced a new mandate requiring that all high school superintendents create a DCEP for high schools in their superintendency without mapping out a plan for all high school stakeholders to collaborate on the high school DCEPs, contravening both the letter and the spirit of Chancellor's Regulation A-655. In principle, in addition to attending all district DLTs (as required by Chancellor's Regulation A-655), all high school stakeholders should in theory meet with each high school superintendent with high schools in their borough to collaborate on the high school DCEPs (likely on a monthly basis, to review data, create goals and action steps, monitor progress, and evaluate DCEP success), which would impose a serious hardship on stakeholders. Furthermore, it is unclear how citywide superintendents would collaborate with their stakeholders. (Would, for example, all 5 borough high school Presidents' Council presidents, 5 UFT and 5 CSA representatives attend monthly meetings with each of the citywide high school superintendents separately?) Nevertheless, collaboration must take place before high school stakeholders sign the DCEP.

WHEREAS, High School Presidents' Councils and CPAC have long supported the creation of Borough High School Partnerships to bring together high school stakeholders (all high school superintendents with schools in each borough; UFT, CSA, DC37 representatives; the high school Presidents' Council president; and borough CCHS representatives) at the Borough level to discuss high school issues. See, for example,

[March 2022 CPAC letter to Chancellor Banks on the Lack of High School Voice in the DOE and the need for Borough High School Partnerships](#)

[August 2021 CPAC letter urging the elimination of the Affinity superintendencies and a shift back to a borough- or district-centered high school superintendency structure](#)

[November 2017 CPAC letter requesting that NYC move to borough-level DLTs for high schools \(a.k.a. Borough High School Partnerships\)](#)

WHEREAS, former Deputy Chancellor Donald Conyers had begun to pilot the Borough High School Partnership in Queens. An initial meeting was completed before the Covid-19 pandemic hit, scuttling the pilot;

WHEREAS, a small group of parents have confused many DOE officials and politicians with calls for the creation of a “Central” or “Citywide” Leadership Team (CLT), which many conflate with the Borough High School Partnership;

WHEREAS, every major elected citywide parent leadership organization in NYC has publicly stated its opposition to the CLT. See, for example,

[May 2021 Joint ECC and CPAC Letter stating that both organizations have voted to oppose the creation of the CLT on several occasions, arguing that the creation of another governance layer is unnecessary and potentially counterproductive](#)

[November 2021 letter from CPAC opposing the creation of a CLT and urging the DOE to improve and enhance existing parent structures](#)

[ECC Resolution to Senator Sanders and Assemblyman Anderson opposing legislative efforts to create the CLT \(Senate Bill S7280/A8194\)](#)

[October 2022 Resolution by the Citywide Council on High Schools \(CCHS\) opposing the creation of the CLT](#)

THEREFORE, BE IT RESOLVED that the DOE move forward with pilots for Borough High School Partnerships in every Borough, bringing together all high school stakeholders for meaningful engagement on high school issues and fixing a gaping flaw in the current DLT structure; and

BE IT FURTHER RESOLVED that the DOE and government officials oppose efforts to create to a CLT, which would create an unnecessary bureaucratic layer, and instead focus efforts on reinforcing existing stakeholder structures to improve governance and uplift stakeholder voices with the aim of improving NYC education.

Approved by Queens High School Presidents’ Council (QHSPC) Membership December 12, 2022



April 14, 2023

Dear Queens High School Presidents' Council,

Thank you for sharing your resolution regarding the creation of Borough High School Partnerships and opposing the Creation of a Citywide/Central Leadership Team.

My team and I continuously seek to strengthen and support the structures that we currently have at local school, district and city-wide levels which include:

- Community Education Councils
- Citywide Education Councils
- District Leadership Teams
- School Leadership Teams
- Borough President Councils
- Chancellor's Parent Advisory Council
- Education Council Consortium

We have made ourselves available to all these leadership structures during my time as Deputy Chancellor. Listening and gathering ideas from parent leaders has been a pillar of my approach to genuine engagement since my days as a principal and will continue to be.

We believe strongly that high school superintendents should be working closely with stakeholders and each other to discuss the needs and unique issues impacting high schools. A structure to support this engagement already exists via the Citywide High School Subcommittee, as referenced in Chancellor's Regulation A-655. The Citywide High School Subcommittee meets monthly to review relevant data and identify issues impacting student performance at the high school level. The required members of the Citywide High School Subcommittee are:

- High School Superintendents (or designees)
- District 79 Superintendent (or designee)
- UFT High School representative
- CSA High School representative
- DC 37 High School representative
- One parent representative from each High School President's Council

Going forward, to strengthen this structure, the key issues discussed during the monthly Citywide High School Subcommittee meetings will be documented in a formal written summary to be shared by the community superintendent during the monthly District Leadership Team (DLT) meetings as a standing agenda item. The DLT will discuss the issues raised by the Citywide High School Subcommittee as part of the district's overall K-12 strategic planning and problem solving and development of the District Comprehensive Education Plan (DCEP).

Regular meetings of the Citywide High School Subcommittee, Borough Presidents' Councils, and the Citywide Council on High Schools (CCHS) provide multiple opportunities for high school

superintendents and stakeholders to engage together in identifying the needs of high school students, discussing strategies to address the needs, and informing the development of the high school-level DCEP.

At this time, forming additional structures, including the proposed Borough High School Partnerships and a Citywide/Central Leadership Team, would create duplicate efforts and an overlap with already existing structures for stakeholder engagement in district-level planning.

We appreciate your input and look forward to continuing to partner with you in support of all our students.

Thank you,

Dr. Danika Rux
Interim Acting Deputy Chancellor of School Leadership



The New York City Council Committee on Education

Thank you to the City Council for this opportunity to submit written testimony on behalf of The Children's Village, adding to those who have already provided powerful insight on this most important issue.

Since The Children's Village (CV) was founded in 1851, providing high quality education for young people has been a fundamental value. We believe that it is one of the most important factors in empowering our youth and building strong communities. Yet as CV has evolved, so has our understanding of the needs of students today. The data is clear: education alone is not enough. Students need additional in-school supports to bolster their academics.

We believe that the following actions will have a positive effect on New York City's students, as already seen through some of our work:

- **Providing training in schools for selected staff to be trauma-informed (INT 121):**
In CV's school-based programs, our trauma-informed staff are well versed in therapeutic crisis intervention. Having this knowledge not only helps them feel safer and more equipped to support students, it also lessens the need for police interventions at school, which can create more trauma and not address the root causes of behaviors.
- **Expand the disaggregated data captured by DOE reporting as it related to students in foster care or temporary housing (INT 857):**
CV works with many students who are in foster care or temporary residential care, and we know that these students are at greater risk for poor outcomes in adolescence and adulthood including increased absences, teenage pregnancies, health issues, low and longer graduation rates, criminal justice involvement, and more. In addition to this, many lack the familial connections to overcome some of these challenges. ([Education Outcomes May19 2022.pdf \(nyc.gov\)](#)). CV addresses these issues in two ways. First, our School Success Initiative proves that we can drastically improve outcomes for students in foster care. With a well-rounded family focused approach, our graduation rates topped 98% in 2021 in a study of 225 students. Second, in our Teen Choice Program, which partners with over 27 NYC public schools, we provided pregnancy and sex education services, healthy relationship workshops, leadership opportunities, mentorship, individual and group counseling, college readiness, and access to SYEP and internships. We are seeing tremendous improvements in the students in these programs, but we need to expand the data to continue to provide and analyze effective programming.
- **Expand career-connected learning programs and opportunities (RES 422):**
We have been providing career-connected learning programs and opportunities for many years, and have seen that focus transform the lives of the youth we work with. Teens need to graduate with something tangible. That could be a certificate (CV enables kids to earn SERV Safe, CPR/Lifeguarding, Barber, and similar certifications), and that could also be a connection to an employer or mentor to help guide on next steps (CV provides coaches, mentors, and job opportunities for students with great success).

What students need most is to feel supported and that they have a chance at true opportunity to reach their goals. We believe these supports will make a positive difference! Thank you.

City Council Testimony - June 21, 2023

David Adams
Chief Executive Officer
The Urban Assembly

Good afternoon, my name is David Adams, CEO of the Urban Assembly, and I am here to speak in support of Intro 928, focused on the reporting of funding for restorative justice programming and Resolution 422 calling on New York Public Schools to expand access to career connected learning. The Urban Assembly is a non-profit organization that has designed a network of 23 public schools across the city. All Urban Assembly schools provide career-connected learning and are built on a model of social-emotional learning. We do not screen for admission and our collective graduation rate is 91%.

Over the last two years the Urban Assembly has been supporting schools in New York City to organize around the principles of social and emotional development. Through the course of this work the Urban Assembly has cataloged how schools connect programs and approaches to social and emotional competencies like decision making, relationships skills, and cooperation. The use of approaches like restorative justice and peer mediation are consistently identified by schools in New York as a way to teach these skills to students. When implemented pro-actively, restorative justice approaches are not just about alternatives to discipline but about equipping young people with the fundamental skills of life. Skills like conflict resolution, communication, active listening and more. These skills form the basis of students' social emotional learning are important to students' peer relationships, school climate, and have been found to influence outcomes like mental health and use of public assistance up to 20 years after students are exposed to the experiences that teach them. Every student in New York Public Schools and every citizen of New York City benefits when young people graduate from our school system with proficiency in their social emotional skills. These are also the skills that are in highest demand in the workforce.

The Urban Assembly has designed seven Career and Technical Schools in New York City, representing the highest concentration of CTE schools in New York State. These schools, like the Urban Assembly New York Harbor School, the Urban School for Collaborative Healthcare and the Urban Assembly Maker Academy were founded on the principle that students' economic and social mobility can be enhanced when they leave high school with credentials that are industry recognized and empower students to "do" as well as "know". For 25 years the Urban Assembly has led the way in this space, most recently, being highlighted by New York State in their Plan Pilot webinars around graduation requirements, the Deloitte Foundation by bringing 400 students in New York Public Schools the opportunity to earn college credit through Outlier, and through the paper "Let's Measure What Really Matters" which calls on the the NY Board of Regents to replace certain exit exams with work based learning opportunities. Every student has something to contribute to society and we must organize our schools to reflect this fact. Reso 422 brings us one step closer to a public school system that elevates this ideal.

The Urban Assembly maintains three policy positions, on the value of unscreened admissions, on the centrality of social emotional learning to the educational experience and on the importance of career connected learning in preparing students for post-secondary success. Today, I have the good fortune of speaking in support of Intro 928, and Reso 423 - and to quote Meat Loaf, "two out of three ain't bad." I thank the council for their time on the subject and look forward to bringing about a system where all students are equipped to succeed in school, work, and life. Thank you.



From the Desk of
Jacquelyne (Dr. Jackie) Cody, Ed.D.
nanedcommittee@gmail.com

6.21.23

Thank you to the NYC Council and Chair of the Education Committee, Rita Joseph, for this opportunity and for introducing the Resolutions 444, 445, and 446 in support of state legislators passing and the Governor signing the CLT bills.

NYC Public School System is the largest school district in the state and nation. We can be exemplary especially with \$37.5 Billion Dollars, every student can succeed and here's how:

Every NYC Public School must have a School Leadership Team (SLT). The SLT is mandated by NYS Education Law. The SLT gives opportunity for every education stakeholder: students, parents, and educators an opportunity to engage in shared decision making around effectively aligning the schools budget with the Comprehensive Education Plan (CEP). The stakeholders in the school know best what students in that particular school need to succeed. The SLT operates under the open meetings law which also gives NYC taxpayers the opportunity to observe and assist in making sure the CEP Goals are met.

The main problem is, SLTs are not functioning in many schools; especially in underserved communities! To make things plain and simple, for example, The first thing a teacher does when they walk into a classroom is model what they want their students to learn. So how do we have the largest school district in the state and nation not model and exemplify how to align the schools budget with the Comprehensive Education Plan; especially since funds go right from Central directly to each school.

It is a no brainer to have every SLT functioning at its optimal best! Thus, the Citywide Leadership Team CLT will be the model and in position to assist specific schools in need in real time. This is not a top down approach. This is a bottom up all hands on deck community involvement, the village in action.

Case in point:

If the Mayor and Chancellor's Office had met and communicated with the SLTs of the schools where they considered placing asylum seekers, I'm 99% sure that working with the school community, as opposed claiming where asylum seekers will go, the community would have been part of the decision making process and offer temporary refuge while the city works on more viable options.

The community should be using the power it already has.... SLT

Another example: the city currently sends millions of dollars for students to be electric shocked and tortured at the Judge Rotenberg Center (JRC) in Massachusetts. With the CLT education stakeholders can decide collectively to stop sending our tax dollars and our children to JRC; and Parents can use less than half the amount sent to JRC every year to find services here in our own state to help our own children.

In addition, with a CLT, charter schools will not be able to take advantage of public schools.

Most importantly, students have the best answers regarding their own education, and must be represented on SLTs, DLTs, and the CLT. Student voice must be included, heard, and represented throughout NYC's Public School System!

As long as you're using our tax dollars, all Leadership Teams need to be open to the public. Making decisions in silos can be counterproductive to progress. And we cannot put personalities over progress!

This is exactly the reason why the Manhattan High Schools Presidents Council (MHSPC) which is made up of parents and families from all five boroughs, passed the Citywide Leadership Team (CLT) Resolution in May 2021, primarily to model for and help ensure each and every School Leadership Team (SLT) is functioning and operating properly.

Bottom line, how else will programs be effectively implemented throughout the system without team effort? Well-functioning SLTs is key to implementing lower class sizes, Academic Intervention Services (AIS), Black and Mosaic Curricula, helping Asylum Seekers, Career and Technology Education (CTE), Attendance Enhancement Programs, Summer Rising, NYC Reads, and other initiatives that are necessary for all NYC Public School Students to have direct access to high quality education!

See support from several national and local organizations attached: NAACP, NY Ed Trust, Churches United for Worldwide Action, to name a few, and The New York State PTA (NYSPTA) has CLT on their website:

<https://nyspta.org/home/advocacy/take-action/>; the Council of School Supervisors and Administrators (CSA) President's Article on page three of their newsletter, calls for stakeholders to be heard: <https://csa-nyc.org/wp-content/uploads/2023/06/May-2023-CSA-News-Final.pdf>

Here's the way it works:

Top educators present proposals to the CLT, get buy in from stakeholders as they share and receive feedback from their respective constituents. Then with the feedback, the CLT will

model how to effectively align the school's budget with the citywide comprehensive education plan. NYC Public Schools will have a PLAN!

The CLT is already in the Chancellor's Regulations A-655, Article XIII on page 13. But the chancellor is not following their own regulation; and this is why the CLT needs to be state law with the voices of parents and students included and represented.

Otherwise, how is it working out now? We can't keep doing the same things over and over again expecting different results!

It was embarrassing to watch the NYC's Council Education Hearings on May 22 of this year... maybe the NYC parks dept should've presented after the Education Dept. The parks dept top officials answered Council Members' questions; they were efficient and ready, and it seemed they knew the whereabouts of every tree, or lack of trees, in the entire city.

Our most precious resource, our children, and education's top officials kept saying: "we'll get back to you with that..." \$31.5 Billion dollars of the city's budget and they have to get back you!?! We have to do better! We can do better! Tax payers demand better!

With the CLT, we'll work together throughout the year to have one document, that reflects the consensus of stakeholders, to present to city, state, and federal legislators that will make known what NYC Public Schools need to ensure each and every NYC Public School Student has direct access to high quality educational opportunities. With \$37.5 Billion Dollars every NYC Public School Student can succeed.

My daughter graduates this year ready and prepared to be a global leader, as she attended a well-kept secret public high school here in NYC, she got accepted to 15 colleges and universities around the country and will be attending her first choice in the fall. I want every child to experience an excellent education! There are great things happening in NYC's public schools, but how can we know; just as how can we know and assist schools in need of help? Where can folks go when we have ideas, resources, donations, support, manpower, womanpower, and peoplepower to give?!

We need a Citywide Leadership Team! Together we can because We Are All Accountable!

Yours in Solidarity, Liberty, & Justice for All!

Dr. J. M. Cody,

NAN's Eastern Regional Education Advisor & Liaison

Vice President, NAN's Brooklyn Central Chapter & Education Committee Chair

nanedcommittee@gmail.com



REV. EARL CHESTER
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 TREASURER

FEBRUARY 25, 2023

Churches United of Worldwide Action, Inc. (CUWA) mission is to be a resourceful organization to develop and empower the world concerning social and economic community issues by uniting pastors and community leaders to work collaboratively to ensure the voice of the people are heard in our communities throughout the world.

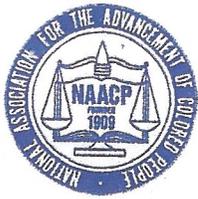
This is why CUWA is in support and favor of the Citywide Leadership Team Bills introduced by NYS Senator James Sanders, Jr. and Assembly Member Khaleel Anderson, and because We Are All Accountable for the education of our children. Our school-based budgeting procedure needs to be strengthened since it is our collective duty to make sure that every tax dollar is used wisely so that all students in the NYC public schools have direct access to a high-quality education. We need you to pass these bills:

<p><u>NYS Senate Bill #S1689</u></p> <p>Requires District Leadership Teams (DLTs) to operate under the open meeting law (OML).</p> <p><u>NYS Assembly Bill# A1793</u></p>	<p><u>NYS Senate Bill #S2949</u></p> <p>Establishes Student Representation on District and School Leadership Teams (DLTs & SLTs)</p> <p><u>NYS Assembly Bill #A1203</u></p>	<p><u>NYS Senate Bill #S2967</u></p> <p>Establishes the Citywide Leadership Team (CLT) for Educational Stakeholders to engage in shared decision making at NYCDOE's citywide / central level.</p> <p><u>NYS Assembly Bill# A1799</u></p>
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CUWA also supports Senator Jabari Brisport's Reparations Bill #S2416 to establish state commissions on reparations remedies, and Andre's Law Bill #S900 to stop the shock treatment and stop our tax dollars and children from going to Judge Rotenberg Center.

Sincerely,

 Rev. Earl B. Chester
 President



NAACP New York State Conference
NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE

February 21, 2023

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President

Geoffrey E. Eaton
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Karen D. Blanding
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Secretary

Shanelle Washington
Assistant Secretary

Lottie Tann
Treasurer

Hilda Rodgers
Assistant Treasurer

Laura D. Blackburne
Legal Redress Chair

The NAACP NYS Conference believes in taking ownership of the education of our children and the collaboration and engagement needed to hold everyone accountable. The NAACP is in support and favor of the Citywide Leadership Team Bills introduced by NYS Senator James Sanders, Jr., and Assembly Member Khaleel Anderson, because We Are All Accountable for the education of our children.

Our school-based budgeting procedure needs to be strengthened since it is our collective duty to make sure that every tax dollar is used wisely so that all students in the NYC public schools have direct access to a high-quality education. We need you to pass these bills:

Pass the Bills:

<u>NYS Senate Bill #S1689</u>	<u>NYS Senate Bill #S2949</u>	<u>NYS Senate Bill #S2967</u>
Requires District Leadership Teams (DLTs) to operate under the open meeting law (OML).	Establishes Student Representation on District and School Leadership Teams (DLTs & SLTs)	Establishes the Citywide Leadership Team (CLT) for Educational Stakeholders to engage in shared decision making at NYCDOE's citywide / central level.
<u>NYS Assembly Bill# A1793</u>	<u>NYS Assembly Bill #A1203</u>	<u>NYS Assembly Bill# A1799</u>

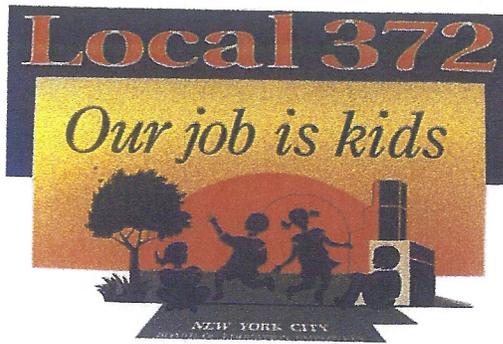
Sincerely,

Dr. Hazel N. Dukes, President
NAACP New York State Conference

Christine L. Waters, Education Chair/ my pronouns: she/her
NAACP NEW YORK STATE CONFERENCE

44 Wall Street, Suite 604
New York, New York 10005
Cell #. 516- 647-3560

Website: www.nysnaacp.org/education
Facebook: @naacpnys.lifted.community



New York City Board of Education Employees
 85 Broad Street, 16th Flr., New York, N.Y. 10004 - (212)815-1372 - www.local372.org
 Affiliated with District Council 37, American Federation of State, County & Municipal Employees, AFL-CIO

MEMORANDUM OF SUPPORT

Local 372, NYC Board of Education Employees; District Council 37 | AFSCME, which represents 24,000 non-pedagogical New York City Board of Education Employees, **SUPPORT** and are in favor of the Citywide Leadership Team bills introduced by New York State Senator James Sanders, Jr. and Assembly Member Khaleel Anderson because “We Are All Accountable” for the education of our children.

Our school-based budgeting procedure needs to be strengthened since it is our collective duty to make sure that every tax dollar is used wisely so that all students in the NYC public schools have direct access to a high-quality education.

The New York State Legislature needs to pass the below bills:

<u>NYS Senate Bill #S1689</u>	<u>NYS Senate Bill #S2949</u>	<u>NYS Senate Bill #S2967</u>
Requires District Leadership Teams (DLTs) to operate under the open meeting law (OML).	Establishes Student Representation on District and School Leadership Teams (DLTs & SLTs)	Establishes the Citywide Leadership Team (CLT) for Educational Stakeholders to engage in shared decision making at NYCDOE's citywide / central level.
<u>NYS Assembly Bill# A1793</u>	<u>NYS Assembly Bill #A1203</u>	<u>NYS Assembly Bill# A1799</u>

For these reasons, Local 372 supports the above-mentioned bills.

SHAUN D. FRANCOIS I
PRESIDENT

DONALD NESBIT
EXECUTIVE VICE PRESIDENT

NAIMA ENNACHCHAOUJ
2ND VICE PRESIDENT

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SECRETARY-TREASURER

GLENYS RIVERA
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DENISE FERRANTE
S.C.G. CHAIRPERSON

MICHELLE DUNSTON
S.C.G. SECRETARY



The Education Trust–New York

Memo of Support

Citywide and District Leadership Teams

S.1689/A.1799, S.2949/A.1203, S.2967/A1793 (Sanders/Anderson)

The Education Trust – New York, a non-profit and non-partisan research, policy, and advocacy organization that works to advance educational equity across the state of New York, strongly supports the immediate passage of the following bills: S.1689/A.1799, S.2967/A1793, and S.2949/A.1203 introduced by Senator Sanders and Assemblymember Anderson.

S.1689/A.1799 and S.2949/A.1203 aim to establish the Citywide Leadership Team and require District Leadership Teams to appoint student representatives to ensure that parent and student voices are included in citywide decision making.

Parents and students are essential stakeholders who are an important part of building high-quality, equitable schools that are aligned to community needs. However, too often both parents and students – especially those of color and from low-income backgrounds - don't have access to opportunities which contribute their own knowledge in critical education policy decisions.

Parents and students deserve the right to participate fully in decision-making processes that impact their lives both within and beyond the classroom. In fact, parent and student voices are more important now than ever before.

Over the course of the pandemic, The Education Trust–New York conducted a series of parent polls about their concerns, experiences, and needs as school districts continue to respond to the covid-19 pandemic. Our poll findings have consistently reinforced that parent concerns about their child falling behind academically have only been exacerbated since the start of the pandemic – especially for parents of color.

In fact, a 2021 poll indicated that a startling 86% of parents across the state are overwhelmingly concerned about their child being unable to meet state academic standards and falling behind. 59% of parents of color and 77% of Black parents hold these concerns compared to 39% of White parents.

S.2967/A1793 will require district leadership teams to operate under New York's Open Meetings Law requirements. The New York Open Meetings Law grants the public the right to access meetings of government entities. Parents, advocates, and the general public of New York City deserve full and immediate transparency on how the administration's decisions are impacting students' experiences and outcomes.

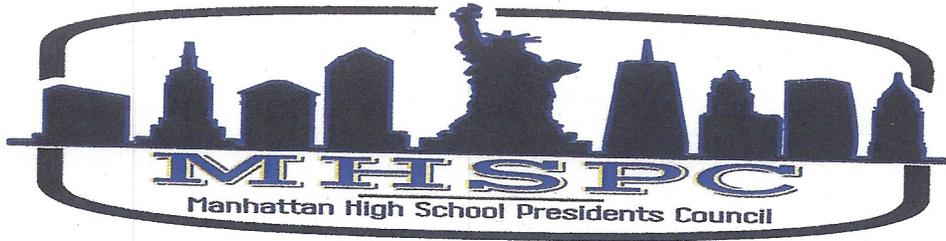
Passing these bills will ensure that parent and student voices are represented in all citywide education decision-making processes and will ensure that these decisions are transparent and are being held accountable to the New York City public. This legislation will ensure that all

decisions are aligned with student and parent needs before all else and will ultimately enhance the overall quality of education for all students in New York City public schools.

For information regarding The Education Trust–New York please contact Dr. Dia N. Bryant at dbryant@edtrustny.org.

Sincerely,

Dia N. Bryant



February 13, 2023

Manhattan High Schools Presidents Council (MHSPC) is in support and favor of the Citywide Leadership Team Bills introduced by NYS Senator James Sanders, Jr. and Assembly Member Khaleel Anderson- because We Are All Accountable for the education of our children.

The Manhattan High Schools Presidents Council (MHSPC) is made up of PTA presidents from 121 public high schools in the Borough of Manhattan. MHSPC is one of the most diverse and eclectic group of parents in the city because it represents a wide variety of experiences inside NYC Public Schools from all five boroughs.

In May 2021, MHSPC wrote and passed the resolution to create a Citywide Leadership Team to establish transparency and accountability within New York City's Public School System's decision-making process.

Our school-based budgeting procedure needs to be strengthened since it is our collective duty to make sure that every tax dollar is used wisely so that all students in the NYC public schools have direct access to a high-quality education. We need you to pass these Bills:

<p><u>NYS Senate Bill #S1689</u></p> <p>Requires District Leadership Teams (DLTs) to operate under the open meeting law (OML).</p> <p><u>NYS Assembly Bill# A1793</u></p>	<p><u>NYS Senate Bill #S2949</u></p> <p>Establishes Student Representation on District and School Leadership Teams (DLTs & SLTs)</p> <p><u>NYS Assembly Bill #A1203</u></p>	<p><u>NYS Senate Bill #S2967</u></p> <p>Establishes the Citywide Leadership Team (CLT) for Educational Stakeholders to engage in shared decision making at NYCDOE's citywide / central level.</p> <p><u>NYS Assembly Bill# A1799</u></p>
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Sincerely,

MHSPC 2022-2023

Manhattan High Schools Presidents Council (MHSPC)
MHSPresCouncil@schools.nyc.gov



February 24, 2023

The Queens Community Parent-Teacher-Student Association (QCPTSA) is asking for you to serve as a co-sponsor and/or encourage other members to vote for the education bills introduced by NYS Senator James Sanders, Jr., and Assembly Member Khaleel Anderson.

The QCPTSA is the only unit of National/NYS PTA in New York City. The QCPTSA was chartered on August 24, 2009, by parent leaders from the President’s Council from Community School District 29, along with educators, students, and community members. We were selected to charter a unit because our active school and community engagement clearly represented the values of every child, not some. As a result, when the parent leaders from Manhattan High Schools President’s Council discussed the Citywide Leadership Team, we immediately supported their efforts for these bills to become New York State Education Law like the School Leadership Team.

We are all accountable for helping every student reach their full potential. Unfortunately, this will not happen if we do not strengthen our school-based budgeting process. The role of the Citywide Leadership Team (CLT) is not a top-down approach. It’s a bottom-up approach. The members of the CLT will be constantly asking our Teams where the help is needed in real time. It can be professional development workshops or rallying together to help a team with funding for short-term projects to help the students with needed skills. The supporting bills will finally give students a seat at the table. As the largest and most diverse school district in the country together we will prepare our students to become effective global leaders. With the creation of the Citywide Comprehensive Education Plan for the first time in history all of our city, state and national legislators will have a clear document that was approved by all stakeholders that this is what NYC Public Schools need as a collective. No More Silos. We need your support to pass the bills listed below:

<p><u>NYS Senate Bill #S1689</u></p> <p>Requires District Leadership Teams (DLTs) to operate under the open meeting law (OML).</p> <p><u>NYS Assembly Bill# A1793</u></p>	<p><u>NYS Senate Bill #S2949</u></p> <p>Establishes Student Representation on District and School Leadership Teams (DLTs & SLTs)</p> <p><u>NYS Assembly Bill #A1203</u></p>	<p><u>NYS Senate Bill #S2967</u></p> <p>Establishes the Citywide Leadership Team (CLT) for Educational Stakeholders to engage in shared decision making at NYCDOE's citywide / central level.</p> <p><u>NYS Assembly Bill# A1799</u></p>
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Sincerely,

Lorraine Gittens-Bridges

Lorraine Gittens-Bridges, President
Queens Community PTSA – 2022-2023
lgitbridges@gmail.com - (917) 306-6035



**Rosedale Blocks and Community Association
(RB&CA)/147 Road Block**

“Connecting our Community with Pride Since 2013”

E-mail: rosedaleblockcommunity147@yahoo.com

Rosedale Blocks and Community Association
P,O Box 220253
Rosedale, NY 11422

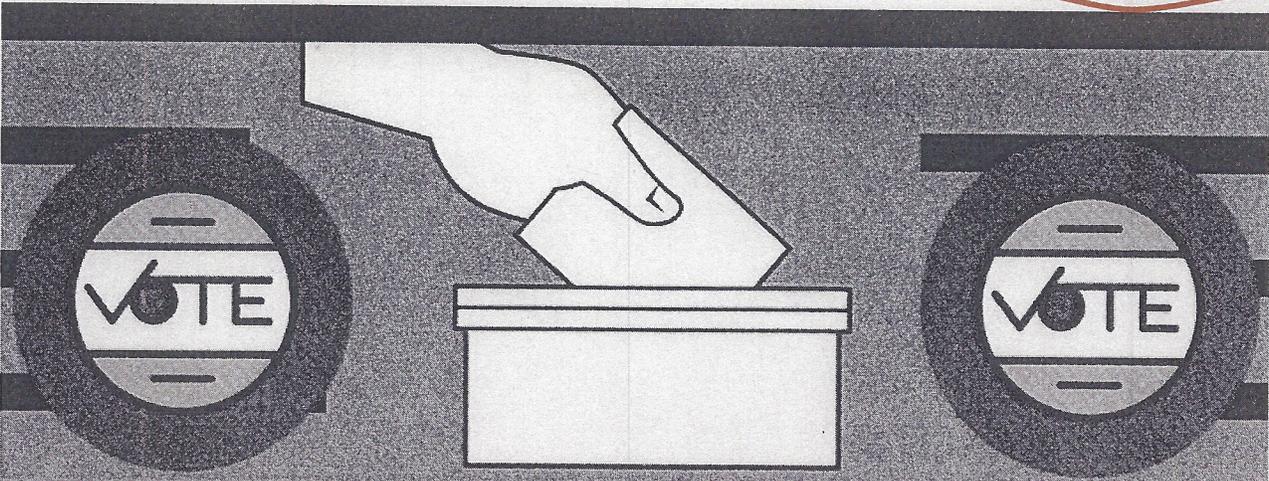
3/1/2023

The Rosedale Blocks and Community Association is in support and favor of the Citywide Leadership Team Bills introduced by NYS Senator James Sanders, Jr. and Assembly Member Khaleel Anderson, and because We Are All Accountable for the education of our children. Our school-based budgeting procedure needs to be strengthened since it is our collective duty to make sure that every tax dollar is used wisely so that all students in the NYC public schools have direct access to a high-quality education. We need you to pass these bills:

Pass the Bills:

<p><u>NYS Senate Bill</u> <u>#S1689</u></p> <p>Requires District Leadership Teams (DLTs) to operate under the open meeting law (OML).</p>	<p><u>NYS Senate Bill</u> <u>#S2949</u></p> <p>Establishes Student Representation on District and School Leadership Teams (DLTs & SLTs)</p>	<p><u>NYS Senate Bill</u> <u>#S2967</u></p> <p>Establishes the Citywide Leadership Team (CLT) for Educational Stakeholders to engage in shared decision making at NYCDOE's citywide / central level.</p>
<p><u>NYS Assembly Bill#</u> <u>A1793</u></p>	<p><u>NYS Assembly Bill</u> <u>#A1203</u></p>	<p><u>NYS Assembly Bill#</u> <u>A1799</u></p>

Thank You
Stacey Osbourne
RB&CA
President



PASS THE BILLS

NYS Senate Bill #S1689

Requires District Leadership Teams (DLTs) to operate under the open meeting law (OML).

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We are in support and favor of the Citywide Leadership Team Bills introduced by NYS Senator James Sanders, Jr. and Assembly Member Khaleel Anderson- because

WE ARE ALL ACCOUNTABLE for the education of our children. Our school-based budgeting procedure needs to be strengthened since it is our collective duty to make sure that every tax dollar is used wisely so that all students in the NYC public schools have direct access to a high-quality education.

We need you to pass these bills

S2949/A1203 | S2967 / A1799 | S1689 / A1793

NYC.CLT1@GMAIL.COM

Stop the Shock: **Andre's Law (S.900)(A.1166)**

AN ACT to amend the social services law, in relation to prohibiting the use of aversive conditioning and other certain punishments.

This legislation would prohibit New York State from financially supporting, and sending its children to, institutions that employ electro-shock and other “aversive therapies,” which are widely recognized as cruel and harmful.

What is “Aversive Conditioning”?

“Aversive conditioning” is the practice of repeatedly and intentionally inducing pain or discomfort in an attempt to alter a person’s behavior. **Most US states have already completely banned aversive conditioning.**

New York’s \$100 Million Loophole

In 2005, New York prohibited aversive conditioning. The practice legally cannot happen here within the borders of New York. However, **New York state agencies still send disabled children to out-of-state facilities that use electro-shock and other forms of aversive conditioning.**

In fact, New York State has spent more than \$100 million over the past decade doing so. Andre’s Law would close this loophole by legally requiring New York — together with any agency or political subdivision of the state — to cease funding, operating, licensing, or approving any programs, agencies, or facilities that use aversive conditioning practices.

New York cannot entrust its disabled children to entities that engage in aversive conditioning practices.

Why “Andre’s Law”?

This bill is named in honor of Andre McCollins, a survivor of aversive conditioning. Andre was diagnosed with a neurodevelopmental disorder and sent to an out-of-state, DOE-approved facility as a teenager. He was subjected to aversive conditioning there until he was ultimately hospitalized after being tied to a board and electro-shocked thirty-one times over seven hours. **New York State continues to send children to this same facility.**

More on Electro-Shock:

Medical Professionals, Federal Agencies, and International Human Rights Groups Oppose Electro-Shock “Treatment”

There is widespread agreement that the administration of electrical shocks as aversive therapy is not appropriate for anyone, including children and persons with disabilities. The broad consensus opposing this use of electrical shocks includes the U.S. Food and Drug Administration, the American Academy of Pediatrics, the American Academy of Developmental Medicine and Dentistry, the American Association on Intellectual and Developmental Disabilities, the International Association for the Scientific Study of Intellectual and Developmental Disabilities, the National Association for the Dually Diagnosed, the National Association of State Directors of Developmental Disabilities Services, and the National Association of State Directors of Special Education. In fact, Manfred Nowak, the UN’s Special Rapporteur on Torture, has bluntly stated: “This is torture.”

The FDA’s Attempt to Prevent the Use of Electro-Shock Devices Recently Lost a Legal Challenge on Narrow Technical Grounds

The FDA has determined that the use of electric shocks for aversive conditioning is painful, psychologically damaging, and often physically harmful. Moreover, there is no justification for subjecting people to such unreasonable risk of injury, pain, and illness; safe, effective, and less restrictive treatments are available and widely used. The FDA identified numerous studies that reveal physical harm resulting from such devices, as well as negative emotional reactions such as fear, avoidance, aversion, anxiety, and depression. The FDA sought to ban the use of such electrical devices as aversive therapy, in a well-reasoned position that is consistent with the overwhelming weight of scientific literature on this topic, and actual treatment practices across the country.

This legislation is necessary because, on July 6, 2021, the United States Court of Appeals for the District of Columbia Circuit issued an opinion stating that, although “no one disputes” that the FDA has the ability “to ban a device completely,” the agency did not have the authority under 21 U.S.C. § 360 to issue a ban on the use of such electric shock devices that was targeted at “specific uses that states regard as legitimate medical practice.” Chief Judge Srinivasan dissented from this opinion, arguing that the FDA’s undisputed power to “ban a medical device altogether” means that the agency can similarly “exercise its banning authority in a more tailored fashion.” The divided court’s opinion explicitly noted that this is “an area that is traditionally the province of state law.” Accordingly, this legislation will codify New York’s agreement with the U.S. Food and Drug Administration’s assessment, and the overwhelming weight of authority, to cease such practices where New York’s most vulnerable are concerned.

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 928 Res. No. 472

in favor in opposition

Date: June 17 2023

(PLEASE PRINT)

Name: David Adam

Address: 170th Street 90 Grand Street 10004

I represent: Urban Ministry

Address: 90 Grand Street 10004 S. 2c 1101

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. 422

in favor in opposition

Date: 6-21-23

(PLEASE PRINT)

Name: MIKE PORCELLI

Address: CENTRAL AVE - GLENDALE QUEENS

I represent: STUDENTS

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 857 Res. No. _____

in favor in opposition

Date: 6/21/23

(PLEASE PRINT)

Name: John HAMMER

Address: 76th Street Middle Village NY

I represent: NYC Public Schools

Address: 52 Chambers

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 857 Res. No. _____

in favor in opposition

Date: 6/21/23

(PLEASE PRINT)

Name: Katie Seidlina

Address: 52 Chambers St. New York, NY 10007

I represent: NYC Public Schools

Address: same

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 121 Res. No. _____

in favor in opposition

Date: 6/21/23

(PLEASE PRINT)

Name: Mary Shamon

Address: 52 Chambers St.

I represent: NYC Public Schools

Address: 52 Chambers St.

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 121/928 Res. No. _____

in favor in opposition

Date: 6/21/23

(PLEASE PRINT)

Name: Robin Darson

Address: 52 Chambers St

I represent: NYC Public Schools

Address: 52 Chambers Street

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Kenyatta Reid

Address: 52 Chambers NYCDOE

I represent: NYCDOE

Address: 52 Chambers St.

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 857 Res. No. _____

in favor in opposition

Date: 6/21/2023

(PLEASE PRINT)

Name: Hannah Mercuris

Address: 177 Livingston Street + 5th Floor,

I represent: Brooklyn, NY 11201 Brooklyn Defender

Address: 11 Services

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

[]

I intend to appear and speak on Int. No. 859 Res. No. _____

in favor in opposition

Date: 6/21/23

(PLEASE PRINT)

Name: CHANTAL HINDS

Address: _____

I represent: _____

Address: _____

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

[]

I intend to appear and speak on Int. No. _____ Res. No. 446

in favor in opposition

Date: 6.21.23 445+
444

(PLEASE PRINT)

Name: Dr. Jackie Cody

Address: _____

I represent: SELF

Address: _____

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