

**Testimony of the New York City Public Schools Before the NYC Council Committee on Education and Committee on Women and Gender Equity**

**December 4, 2024**

*Testimony of Despina Zaharakis, Senior Executive Director of School Wellness Programs*

**Introduction**

Good afternoon, Chair Joseph, Chair Louis, and all the Members of the Education and Women and Gender Equity Committees here today. I am Despina Zaharakis, Senior Executive Director of the Office of School Wellness Programs at New York City Public Schools (NYCPS). Joining me is Sarah Cocuzzo, Director of Health Education in the Office of School Wellness Programs. We appreciate the opportunity to update you on our work to support sexual health education as part of comprehensive, quality health education in New York City Public Schools, which supports our Chancellor’s commitment to promoting wellness. In addition, we are pleased to update you on our implementation of the 2018 recommendations of the Sex Ed Task Force.

New York City Public Schools is proud that we mandate the inclusion of sexual health topics as part of the one-semester health class required for middle school students and the one semester required for high school students. The inclusion of sexual health education goes beyond the New York State requirement for comprehensive health education and is something we in NYCPS have mandated since 2011. Comprehensive, medically accurate, and age-appropriate health education, from kindergarten through high school, is a critical part of a student’s education, as the skills and knowledge learned in health education will serve them for a lifetime. To succeed in the classroom and in society, students must be prepared to make healthy, informed choices; develop nurturing relationships; and thrive in a diverse and challenging world. Health education provides students with the skills and knowledge to be able to do that. We have made great progress over the years to ensure all our students receive health education, but we also know that we have more work to do. I would like to thank the Council for its longstanding commitment to ensuring that NYCPS students receive this critical instruction.

**Health Education Policies and Requirements**

New York State requires health education at each grade level. In the elementary grades, health education must be provided every year, either incorporated into regular classroom instruction or delivered by a cluster teacher. As I mentioned earlier, in middle school and again in high school, students are required to have one comprehensive health education course with 54 hours of instruction, taught by a certified health education teacher.

New York State also requires instruction on HIV in grades K-12. New York City has even more rigorous requirements in this area; students must also receive lessons each year on HIV from a

NYC-specific curriculum, including five lessons each year in grades K-6 and six lessons each year in grades 7-12.

## **Health Education Curriculum**

To support health education instruction, including sexual health topics in grades 6-12, NYCPS recommends curricula that align with National and New York State Health Education Standards. We identify and recommend curricula through a formal review process with education and medical experts and in consultation with families and community members.

Here is one example of how this review and recommendation process works: In Fall 2023, the Office of School Wellness Programs launched a newly updated HIV curriculum, *Growing Up and Staying Safe*. We engaged a broad group of stakeholders in a multi-year design, pilot and feedback process, with particular emphasis on communities that have been most impacted by the HIV epidemic. The resulting curriculum is student-centered, culturally responsive, and LGBTQ inclusive, in addition to reflecting advances in HIV prevention and treatment guidelines. It includes engaging lesson materials in multiple languages for our English language learners and is accompanied by teacher training, including guidance on supporting students with disabilities and family education resources. Additionally, with the support of Council Member Bottcher and ACT UP NY, we established an agreement with the Department of Health and Mental Hygiene to work together on a regular review and update to the curriculum at least every five years.

We have seen this thorough development process pay off in an extremely successful curriculum launch. In the 2023-24 school year, 3,233 unique NYCPS staff members completed training on the new *Growing Up and Staying Safe* curriculum. The free digital curriculum has been accessed by tens of thousands of users, not only in NYC, but also from school districts and states across the country, such as Portland and Washington.

NYCPS currently recommends the following curricula:

- For elementary grades: *K-5 HealthSmart*
- For middle school grades: *Middle School HealthSmart* and selected lessons from *Draw the Line*, *Respect the Line*, an evidence-based sexual health curriculum
- For high school grades: *High School HealthSmart*, *Reducing the Risk*, an evidence-based sexual health curriculum, and *Understanding Self-Identity*, which complements *Reducing the Risk* to support the inclusion of LGBTQ youth
- In all grades, *Growing Up and Staying Safe: New York City K-12 HIV Education Curriculum* provides the required annual HIV lessons.

NYCPS provides free training, supplemental lesson plans, and additional resources to help teachers provide health lessons that are LGBTQ-affirming and inclusive of all students.

Within each of our recommended curricula, students have opportunities to develop skills related to communication and relationships, setting and protecting boundaries, negotiation, stress management, advocacy, goal setting, and resisting negative social pressures. They apply those

skills as they learn about specific topics, including puberty, identity, violence prevention, emotional and mental health, and more. NYCPS recognizes the importance of individual values and the diversity of our families' perspectives and identities. Parents can opt their children out of certain prevention lessons, but not out of all sexual health lessons.

## **Professional Learning**

The Office of School Wellness Programs provides free training and curricula citywide throughout the year to help teachers to be prepared, confident, and knowledgeable to provide health instruction, in alignment with our Chancellor's commitment to strengthening comprehensive teacher support. Each year, we expand our reach and update our training offerings, including both live virtual and on-demand trainings to meet teachers' scheduling needs. In 2022-23 and 2023-24, a total of 5,454 NYCPS staff attended at least one of the 178 Sexual Health Education Professional Learning Opportunities offered by our office.

## **Data on the Provision of Health Education**

Thanks to the City Council, we began public reporting of health education instruction beginning in 2016. Our most recent annual report on health education instruction for 2023-24 school year indicates a few key findings:

- Virtually all (99.7%) of last year's 12<sup>th</sup> graders met the high school health education requirement.
- 58.0% percent of 8th graders were provided the required course and instructional hours in middle school grades, representing an increase of 2.6% from the 2022-23 school year and a 20.8% increase from 2017-18.
  - In 2023-24, an additional 24% of students were scheduled for a health education course, but did not meet the 54-hour requirement.
- 64.9% of students in grades 6-12 received the required number of HIV lessons, an increase of 21.3% from the previous year.
- There were 135 licensed health educators teaching in NYC schools, about one percent of the 14,162 total staff assigned to teach health education.
  - We know there are teachers who are certified in health education, but they are teaching under a different license. For example, we know many physical education teachers are also certified in health education and are assigned to also teach health education. However, they are teaching under a physical education license as students need that course every year they are in school, so the need for physical education teachers is greater.

We are continuously seeking ways to raise awareness of the gaps in implementation that persist in providing health education to students. Given our Chancellor's renewed commitment to student wellness, we aim to continue to focus and commit to the programs that we had begun as

part of the Sex Ed Task Force recommendations to build more robust sexual health education for NYCPS students.

### **Building Support for Health Education**

As part of our efforts to increase understanding and raise awareness about the importance of health education among both educators and the public, we released a set of informational materials for a broad audience in Fall 2024. This includes information on the results of a four-year research study, funded by a New York Community Trust grant and conducted by an external evaluation firm, about the impact of health education on student health in NYC. In addition to the research results, we also developed and released a set of three videos that show health education in action at the elementary, middle, and high school levels. By making these materials available on the NYCPS website and including them as part of ongoing communications to districts, principals, and teachers, our goal is to provide concrete next steps for families, school leaders, and others who want to ensure that students are receiving the benefits of high-quality health education in their schools and districts.

We know there are some barriers to providing students with required health education, which include:

- A lack of understanding about the components and importance of quality health education by educators and families. Many only know health education from the instruction they received in school.
- For schools not implementing a one-semester model, many do not program for the required 54 hours. For example, some schools are implementing a yearly model of one period a week. That would only provide about 27 hours of instruction.
- We started checking for the 54 hours of health education in middle school grades in 2017. NYSED had updated course time requirement guidance on remote and hybrid remote instruction due to COVID in 2019-20 and 2020-21, so we had to recommunicate and reestablish the 54-hour requirement for teachers, schools, and superintendents and their teams.
- Small school size is also a challenge to staffing a full-time health education teacher, which is why we do continuous outreach to teachers assigned to teach health education to recruit them for professional learning opportunities and to ensure they have updated curricula and instructional materials. We also reach out to school and district leaders and their teams about the importance of their instructional staff attending training and having the most up to date instructional materials.

In addition to teachers and school leaders, we are working with superintendent teams to foster stronger understanding of and support for health and sexual health education requirements. As part of this work, we share data on students meeting health education and HIV lesson requirements with superintendent teams on a regular basis and encourage them to follow up with their schools. We are also increasing the number of on-demand teacher training opportunities, and we provide schools with translated lesson overviews and other information to better engage families on these important topics.

## Sex Ed Task Force Recommendations

The Sexual Health Education Task Force was created by Local Law 90 in 2017 to review the implementation of sexual health education for K-12 students in NYCPS. In 2018, the Task Force released a report with recommendations to promote comprehensive sexual health education in NYCPS. As members of the Task Force, the Office of School Wellness Programs appreciated the thoughtful and thorough recommendations and began implementing them promptly. Since then, we have faced significant challenges to this work, including budget constraints for Health Ed Works, schools moving to remote and hybrid models of instruction due to COVID-19, and city leadership changes. Despite these challenges, we have made substantial progress implementing the Task Force's 11 recommendations.

Recommendations 1-3: Prioritizing a culture of sexual wellness and inclusivity in all schools. To address these recommendations, we developed the first-ever New York City Health Education Scope and Sequence for grades K-12, released in 2019, which lays out a set of citywide expectations that includes LGBTQ-inclusive sexual health education. We are also continuing to work on building awareness with districts, schools, and community members about the importance of sexual health education, as I described above.

Recommendations 4-6: Ensuring students are served by well-equipped and supported health education instructors.

To address this, we have expanded our free training opportunities for teachers, including both live and self-guided options that enable us to extend our professional learning for teachers. We also partnered with Lehman College to provide 78 teachers with an Advanced Certificate in Health Education.

Recommendations 7-8: Improving the content, substance, and methods of sexual health education.

To address this, the Health Education Scope and Sequence includes guidance and expectations for growth and development topics in grades K-5 and sexual health in grades 6-12, including the recommended number of lessons at each grade level. We are also proud to have released the newly updated curriculum in fall 2023, *Growing Up and Staying Safe: NYC K-12 HIV Education Curriculum*. We engaged a broad group of stakeholders in the development and review process, including students, teachers, content experts, and advocates.

Recommendations 9-11: Strengthening accountability and reporting.

To address this, we report annually on compliance in a publicly available City Council mandated Local Law 14 and 15 (2016) report. We also applied for and received funding in 2020 from the New York Community Trust to hire an external evaluator to conduct research on the effectiveness of health education in NYCPS. This research concluded in 2024, and we are in the process of sharing the recommendations for improvement with educators and community members.

We are passionate, thoughtful, and focused on the work ahead to ensure that all NYCPS students are receiving high-quality health education that meets NYSED requirements.

We appreciate the Council's leadership, advocacy, and partnership on these important issues and look forward to answering your questions.

Lastly, I would like to turn to the included legislation, Intro 1057, which would require New York City Public Schools to report on journalism programs in schools. We believe in the importance of developing pathways for students to express their voice through school newspapers that can be shared with their communities. NYCPS is working with the Youth Journalism Coalition to offer a journalism curriculum to 30 schools in 2025-26 school year and hope to expand to offer more opportunities for students. We look forward to working with the Council to align on reporting on data we capture within our systems.

Think

Move

# Quality Health Education Is Linked to Healthier Students

2021-2023 Health Education Research  
Results from New York City Public Schools

Achieve





## Introduction

Health Education is an academic subject that provides students with the knowledge and skills to make physical, emotional, and mental health choices that support their safety, well-being, and academic success. Starting in kindergarten, comprehensive Health Education builds a foundation for lifelong learning and purposeful participation in schools, families, and communities.

A significant body of research shows<sup>1</sup> that a student's health directly affects academic performance and educational opportunity. Yet over the past several years we've seen increasing evidence of serious challenges to the physical and mental health of young people across the country and in New York City—including what New York City's Commissioner of Health, Dr. Ashwin Vasana, referred to as a "second pandemic of mental health needs in the wake of COVID-19."<sup>2</sup> In 2021, for example, nearly 2 out of 5 high school students in New York City (38%) reported feeling sad or hopeless almost every day for more than 2 weeks in a row.<sup>3</sup> Cisgender and transgender girls and gender non-conforming youth face persistent gender inequities, fueling health risks that disproportionately affect these groups, including sexual and reproductive health challenges and sexual violence. In New York City in 2019, girls reported experiencing sexual violence, electronic bullying and bullying on school property, feelings of sadness and hopelessness, and suicidal thoughts and attempts, at higher rates than boys in our high schools.<sup>4</sup>

Health Education addresses these and many other issues that are present and relevant for our students now, such as the opioid epidemic, vaping, consent, healthy relationships, digital well-being, and much more. In health classes, students learn and practice life skills, such as communication, setting and respecting boundaries, negotiation, stress management, advocacy, and decision-making. All young people need this skills-based instruction in order to be safe, healthy, and academically successful, whatever particular challenges they may encounter now or in the future. To explore which Health Education practices are associated with significant impacts on student health risk behaviors, New York City Public Schools (formerly New York City Department of Education) conducted a mixed-methods evaluation from 2021 to 2023 using statistics and qualitative data from middle and high school students, teachers, and administrators.

<sup>1</sup>New York City Public Schools. Health Ed Works Year 1 Report 2019–2020. 2021. <https://infohub.nyced.org/reports/academics/health-ed-works/health-ed-works-year-1-report#1>

<sup>2</sup>New York City Mayor's Office. Mayor Adams unveils ambitious mental health agenda focused on improving family and child mental health, addressing overdose crisis, and expanding serious mental illness support. News release, March 2, 2023. <https://www.nyc.gov/office-of-the-mayor/news/140-23/mayor-adams-ambitious-mental-health-agenda-focused-improving-family-child-mental#/>

<sup>3</sup>New York City Youth Risk Behavior Survey. 2021.

<sup>4</sup>New York City Youth Risk Behavior Survey. 2019.



## Background

The New York State Education Department (NYSED) requires that schools provide Health Education at all grade levels. Under state law, all students in grades K–12 must have lessons on mental health, as well as lessons on HIV prevention, every year. In New York City, all students in grades 6–12 must have sexual health education as part of their Health Education course.<sup>5</sup> New York City public schools, however, have historically struggled to offer Health Education with the frequency, quality, and consistency that students need and deserve.

In May 2018, incorporating the recommendations of the Mayoral Sexual Health Education Task Force, New York City Public Schools announced the launch of Health Ed Works, an initiative overseen by the Office of School Wellness Programs to jump-start quality comprehensive Health Education in New York City. The initiative focused particularly on middle schools, only 25% of which provided all of their students with required health instruction in 2018.

To help identify and advocate for model practices that could potentially be expanded to more schools citywide, the Office of School Wellness Programs secured a grant in 2020 to study the impact of its Health Education practices on student outcomes.



“Health class is really important because it touches on things that happen in real life when you grow up. It teaches you how to handle situations when you’re an adult. I just think it’s really important.”

—Middle school student

## Key Takeaways

Information from quantitative analyses, student focus groups, and interviews with teachers and administrators indicate that schools that focus on these four aspects of Health Education tend to have healthier students:



### Training Health Teachers

New York City Public Schools offers training for health teachers throughout the city. Schools where at least one teacher went to a recent Health Education training tend to have healthier students.



### Health Teacher Consistency

In some schools, the health teachers change from year to year. In schools where the same people teach health class for at least 2 years in a row, students generally report healthier behaviors.



### Teaching Health Skills

A quality curriculum covers a range of health skills, like communication, decision-making, managing stress, and finding reliable health resources. The more skills taught in health class, the healthier students tend to be.



### School Wellness Council Funding

A School Wellness Council is a group of parents, students, staff, and community members who work with the school administration to support health policies in schools. Students in schools that requested and received funding for their School Wellness Council generally reported healthier behaviors.

<sup>5</sup>New York City Public Schools. Health Education Requirements. 2023. <https://www.schools.nyc.gov/learning/subjects/health-education/health-education-requirements>



## Recommendations

The following recommendations were developed based on the findings from this study:

- **School administrators should encourage health teachers to attend professional learning opportunities (PLOs).** The number of teachers who attended a health PLO was associated with better middle school student mental health outcomes. Attending PLOs may positively affect student outcomes through improved teacher quality.
- **School administrators should assign dedicated teachers to teach health over multiple years.** The number of teachers who taught Health Education for at least 2 consecutive years was associated with better middle school student outcomes. Consistently assigning Health Education teachers may have a positive effect on student outcomes by strengthening instructional experience, teacher confidence, and student relationships.
- **The Health Education curriculum should provide opportunities for students to practice and apply life skills.** The number of skills addressed in Health Education was associated with better high school student mental health outcomes, suggesting that skills-based Health Education helps students outside of the classroom.
- **Continue to explore the specific School Wellness Council characteristics and practices that affect student outcomes.** Receiving School Wellness Council funding was associated with positive health outcomes for middle and high school students. Future research could explore the factors that contribute to this association. What makes a successful School Wellness Council? Are the schools that have funding also schools that are more “ready” to implement the strategies that affect student health? Does the amount of funding matter? Is the presence of funding itself an incentive?
- **At all levels of the school system, Health Education training, curricula, and other resources should be developed with the needs of all students in mind,** with particular attention to female students, LGBTQ+ students, and students of color. Health Education practices affect student health outcomes differently across sex, race/ethnicity, and sexual orientation/gender identity; not all groups of students benefit equally from the same practices.



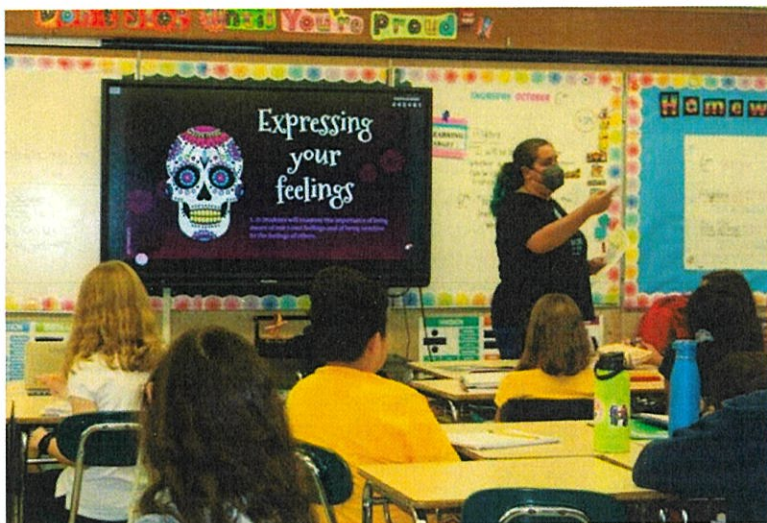
# Results: Training Health Teachers

As part of instructional and programmatic support for Health Education, New York City Public Schools offers professional development for health teachers in the form of webinars, conferences, and training opportunities throughout the school year. This research showed that the number of teachers who attended a Health Education professional learning opportunity (PLO) was associated with changes in middle school student mental health outcomes.

For every additional teacher who attended a PLO in the past year:

11% fewer middle school students reported **bullying on school property**<sup>6</sup>

8% fewer middle school students reported **non-suicidal self-injury**<sup>7</sup>



## Educator and Student Interviews

Participation in professional learning was one of the topics discussed during teacher interviews. Interviewees reported fairly low attendance at professional learning opportunities (PLOs), and shared barriers and facilitators to participation. These included time constraints and support (or lack thereof) from principals, who ensure classroom coverage. Some interviewees mentioned not knowing when PLOs were being offered or what topics are available to them.

“... when you go to these [Health Education] workshops and everything, besides the material and the information, the networking that you do to see what’s going on in other places, to me that’s more important than anything.”

—High school administrator

“Well, my principal is really good about professional development [PD], so she’ll always let us go. I personally like the virtual PDs, that’s great for me. The only thing that was hard was scheduling them because they were always so full. Also, I don’t know how many types were offered, like how many times can you go see the exact same thing.”

—Middle school teacher

<sup>6</sup>11% fewer middle school students compared with students in schools where zero teachers attended a PLO,  $p < 0.05$

<sup>7</sup>8% fewer middle school students compared with students in schools where zero teachers attended a PLO,  $p < 0.10$

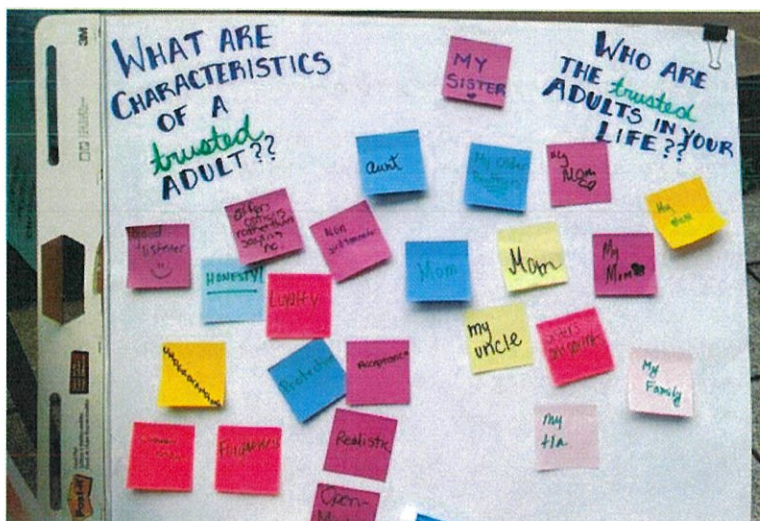


# Results: Health Teacher Consistency

In many New York City public schools, the instructor assigned to teach Health Education changes from year to year. Of the schools included in this study, most had at least one instructor who consistently taught health from year to year. The number of teachers who taught Health Education for at least 2 consecutive years was associated with better middle school student sexual health outcomes.

For every additional instructor who taught health in consecutive years:

3% more middle school students reported **recent condom use** (among middle school students who reported being sexually active)<sup>8</sup>



## Educator and Student Interviews

During interviews, instructors identified benefits of teacher consistency for students and for themselves as teachers. Educators who had taught a class in the past said the primary benefit was the reduced time required to plan lessons. Instructors (especially those without a Health Education certification) also mentioned gaining comfort and competence in teaching health topics.

Students reported the primary benefit as consistency in their relationships with health teachers, especially given the unique relationship that health teachers have with their students.

“Oh, of course [there are benefits to students]. Especially if they’re thinking they’re your besties, so there’s that relationship that grows, and you also get to see them evolve which is beautiful.”

—Middle school teacher

“You get better, get more comfortable with the topics. It’s just, you have relationships. You already know the deal. I can basically do it with my eyes closed. I’ve been doing it so long, I know exactly what’s next.”

—High school teacher

<sup>8</sup>3% more middle school students compared with students in schools where no teachers taught health for 2 consecutive years,  $p < 0.10$



## Results: Teaching Health Skills

A quality Health Education curriculum covers a range of health skills, like communication, decision-making, managing stress, and finding reliable health resources. This research found that an increase in the number of skills taught in the Health Education curriculum was associated with better high school student mental health outcomes.

Of the eight skills instructors were asked about, for every additional skill taught in their class:

1,000 fewer high school students reported **electronic bullying**<sup>9</sup>

1,250 fewer high school students reported **psychological distress**<sup>10</sup>



### Educator and Student Interviews

In interviews, teachers were asked to identify units and topics from the New York City Public Schools' Health Education Scope and Sequence that they do and do not teach in their class. Emotional and mental health, sexual health, and nutrition were the Health Education topics taught most often. Most instructors used a curriculum that covers at least one topic within every unit. Personal health and safety, especially violence and injury prevention, were most often omitted from instruction. Other topics taught less often included alcohol and drug prevention, smoking and vaping, physical activity/exercise, and communicable diseases.

When asked what they learned in class, student focus group participants shared the impact of the Health Education skills taught. Key statements focused on emotional regulation skills and healthy relationship skills.

"Before I used to get angry and I would just go into things right away. But we did this practice in class once—I'm not sure the exact name—it was like we closed our eyes and felt what was happening. I used it once when my sister was making me angry and then I just kinda stopped talking to her before things got worse."

—Middle school student

"I felt like I learned what's a healthy relationship. In my family we don't really talk about our emotions, so for me healthy relationships weren't something that I was used to."

—High school student

<sup>9</sup>0.4% fewer for every additional skill addressed in health class,  $p < 0.05$

<sup>10</sup>0.5% fewer for every additional skill addressed in health class,  $p < 0.05$



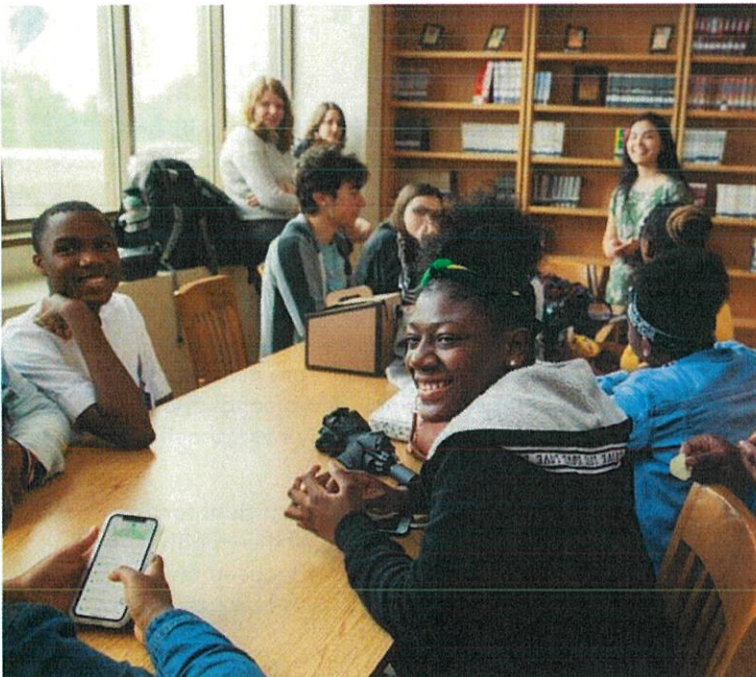
## Results: School Wellness Council Funding

A School Wellness Council is a group of parents, students, staff, and community members who work with the school administration to support health and wellness policies in schools. In this research, receiving School Wellness Council funding was the only Health Education practice associated with positive outcomes for both middle and high school students.

Students in schools with School Wellness Council funding reported better sexual health outcomes, including:

54% more middle school students reported **recent condom use** (among middle school students who reported being sexually active)<sup>11</sup>

6% fewer high school students reported **lifetime sexual activity**<sup>12</sup>



### Educator and Student Interviews

In interviews, a few instructors stated clearly that their school had a School Wellness Council, but most interviewees were unsure what School Wellness Councils were or if their school had one. Those whose schools had a School Wellness Council shared that the councils were inconsistently active. Sometimes this was due to changes in personnel or to COVID interruptions. When asked what their School Wellness Council focuses on, interviewees listed activities including placing flyers and posters about health topics around the school, and health promotion events for students (on topics such as flu shots, diabetes and nutrition, drugs and alcohol, self-harm, and the New York City Public Schools Respect for All program).

“Pre-COVID, [our School Wellness Council was] very active, and students were on the School Wellness Council as well....they focus on different events that we can do for the students to promote health in terms of whatever the health and wellness team wants to focus on that month. We also have focused on the health and wellness of the school community as a whole. Particularly on students, but on teachers as well.”

—Middle school teacher

<sup>11</sup>54% more middle school students compared with students in schools that did not receive School Wellness Council funding,  $p < 0.05$ . This is based on a low number of sexually active middle school students.

<sup>12</sup>6% fewer high school students compared with students in schools that did not receive School Wellness Council funding,  $p < 0.05$ .



## Findings by Demographic Subgroups of Students

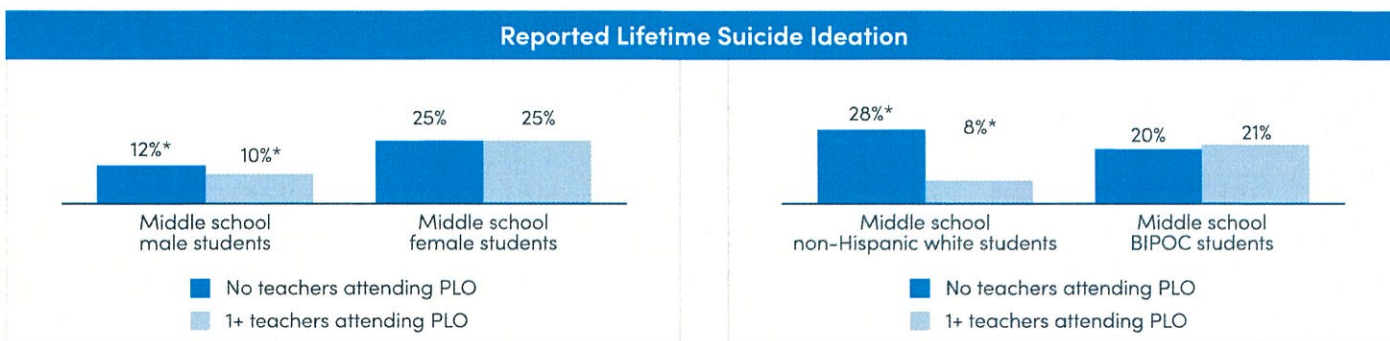
In addition to the findings above, this study examined health outcomes for subgroups of students based on race/ethnicity, sex, and sexual orientation/gender identity. Additional patterns emerged in the findings for the subgroups.

### Training Health Teachers

In middle schools with at least one teacher who attended a Health Education professional learning opportunity (PLO), two subgroups of students were less likely, on average, to report lifetime suicide ideation: male students and non-Hispanic white students.

As shown in the chart below, among male middle school students, those attending a school with at least one teacher who attended a Health Education PLO were less likely, on average, to report lifetime suicide ideation; however, there was not a statistical difference for female students.

Similarly, among non-Hispanic white students, those attending a school with at least one teacher who attended a Health Education PLO were less likely, on average, to report lifetime suicide ideation; however, there was not a statistical difference for students who identified as Black, Indigenous, and People of Color (BIPOC).

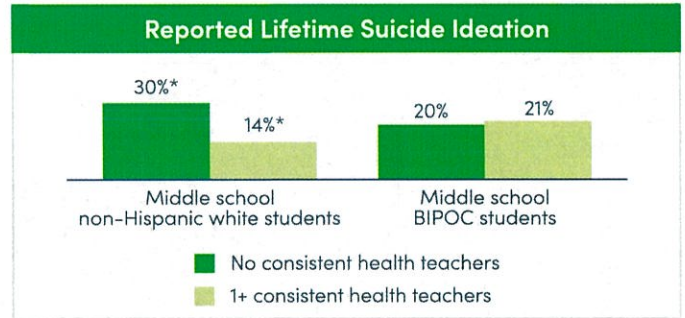


\*Indicates statistically significant difference between the estimated average percentage of male students reporting lifetime suicide ideation,  $p < 0.05$

\*Indicates statistically significant difference between the estimated average percentage of non-Hispanic white students reporting lifetime suicide ideation,  $p < 0.05$

## Health Teacher Consistency

The association between health teacher consistency and mental health outcomes was unequal across subgroups of students by race/ethnicity. More specifically, in middle schools with at least one teacher who taught Health Education for at least 2 consecutive years, non-Hispanic white students were less likely, on average, to report lifetime suicide ideation. This difference was not found among middle school students who identified as BIPOC.

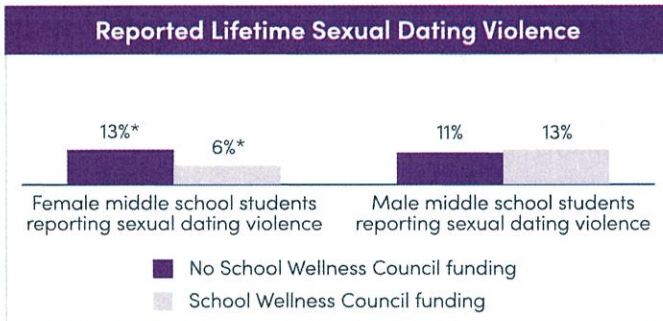


\*Indicates statistically significant difference between the estimated average percentage of middle school non-Hispanic white students reporting lifetime suicide ideation,  $p < 0.05$

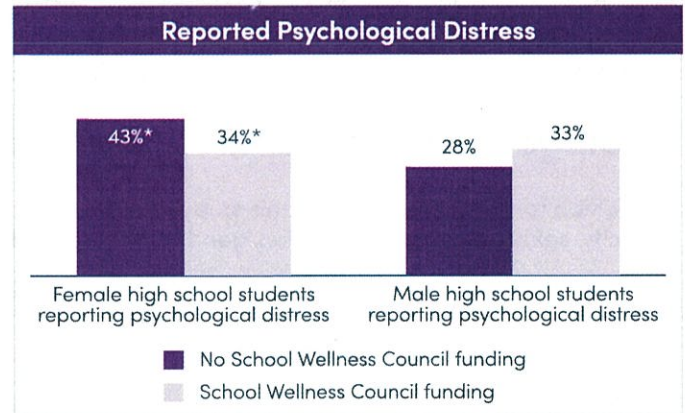
## School Wellness Council Funding

The association between School Wellness Council funding and physical and mental health outcomes was unequal across subgroups of students by sex. More specifically, among female middle school students, those attending a school that received School Wellness Council funding were less likely, on average, to report lifetime sexual dating violence. Such differences were not found among male students.

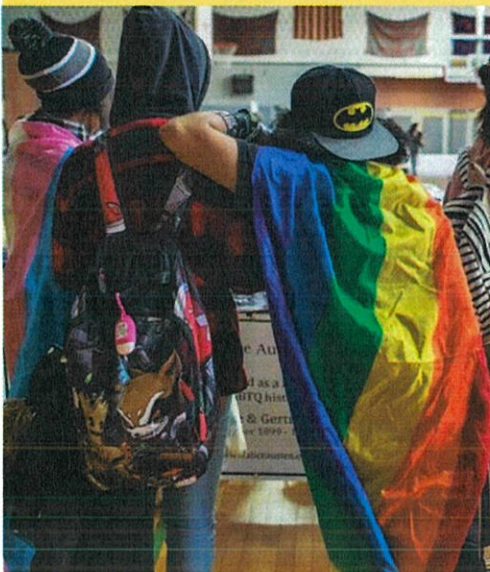
At the high school level, females attending a school that received School Wellness Council funding were less likely, on average, to report psychological distress. Such differences were not found among male high school students.



\*Indicates statistically significant difference between the estimated average percentage of female students reporting sexual dating violence,  $p < 0.05$



\*Indicates statistically significant difference between the estimated average percentage of female students reporting psychological distress,  $p < 0.05$



## Additional Findings about LGBTQ+ Students

This research found that two additional aspects of Health Education are important for the health of LGBTQ+ students: school-based health centers (SBHCs) and meeting Health Education requirements (54 hours for middle school students and a full semester for high school students).

Having a school-based health center was associated with better student health outcomes, including lower suicide ideation and attempts among middle school students, and a greater number of high school students getting tested for HIV. Additionally, LGBTQ+ high school students who attended a school with a SBHC were more likely to report getting tested for HIV and STIs than LGBTQ+ students in schools without a SBHC.

Fulfilling Health Education requirements was also associated with better student health outcomes, including fewer LGBTQ+ high school students reporting experiences of sexual dating violence. Importantly, in subgroup analyses, receiving a full semester of Health Education was associated with lower rates of suicide ideation for cisgender and heterosexual students, but not for LGBTQ+ students.



# Methodological Notes

This study used a mixed methods approach, including both quantitative and qualitative data analysis.

## Quantitative Analyses

The project first analyzed data aggregated from three sources to identify associations between Health Education practices and student health outcomes:

- Youth Risk Behavior Survey (YRBS): New York City’s Department of Health and Mental Hygiene (DOHMH) provided de-identified student-level data from the 2017–2018 (middle school) and 2018–2019 (high school) YRBS.
- School Health Profiles data: The Office of School Wellness Programs provided school-level data from the 2016 and 2018 principal and health teacher School Health Profiles survey.
- Health Education data: The Office of School Wellness Programs provided school-level data from various New York City Public Schools tracking systems for each year from 2016–2017 through 2020–2021.

The following practices and outcomes were assessed in one or more quantitative analyses:

Health Education Practices
<ul style="list-style-type: none"> <li>• Consistency of teacher assignment (2 years)</li> <li>• Health Education PLO attendance</li> <li>• Sexual health education-specific PLO attendance</li> <li>• Health Education programming requirements (54 hours* or full semester‡)</li> <li>• Health Education teacher certification</li> <li>• School Wellness Council funding</li> <li>• Skills addressed in Health Education curriculum‡</li> </ul>
*Analyzed for middle schools only

Sexual Health Education Practices
<ul style="list-style-type: none"> <li>• Sexual health topics addressed in Health Education curriculum</li> <li>• Genders and Sexualities Alliances (GSAs)</li> <li>• Required HIV lessons</li> <li>• Placed a condom order during the school year‡</li> <li>• Received sexual health education in middle school‡</li> <li>• Received sexual health education in high school‡</li> </ul>
‡Analyzed for high schools only

Student Health Outcomes	
<ul style="list-style-type: none"> <li>• Sexual dating violence (lifetime* and past-year‡)</li> <li>• Past-year physical dating violence‡</li> <li>• Bullying on school property (lifetime* and past-year‡)</li> <li>• Electronic bullying (lifetime* and past-year‡)</li> <li>• Psychological distress (lifetime* and past-year‡)</li> <li>• Non-suicidal self-injury (lifetime* and past-year‡)</li> <li>• Suicide ideation (lifetime* and past-year‡)</li> <li>• Suicide attempt (lifetime* and past-year‡)</li> <li>• Lifetime sexual intercourse*</li> </ul>	<ul style="list-style-type: none"> <li>• Condom use during most recent intercourse</li> <li>• 30-day sharing of revealing or sexual photos*</li> <li>• Use of non-withdrawal birth control during most recent intercourse‡</li> <li>• Use of drugs/alcohol before most recent intercourse‡</li> <li>• Past-year pregnancy‡</li> <li>• Lifetime HIV test‡</li> <li>• Past-year STD test‡</li> </ul>
*Analyzed for middle schools only    ‡Analyzed for high schools only	

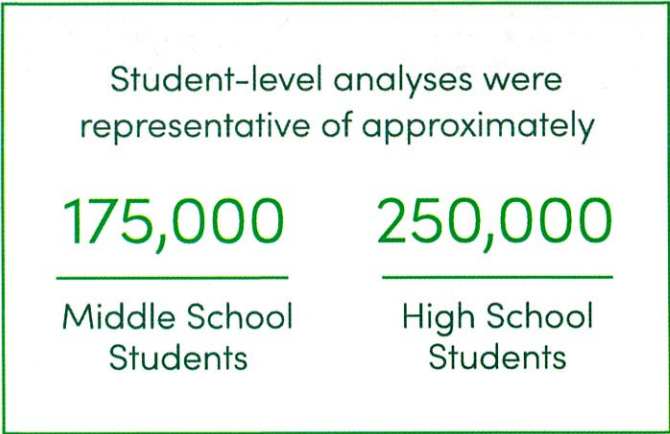
The first set of analyses were conducted at the school level using data from 22 middle schools and 77 high schools. Statistical models<sup>13</sup> identified significant associations between each individual Health Education practice and student outcomes. Additional models then identified combinations of Health Education practices that appear to be most important for a given student outcome.

The second set of analyses<sup>14</sup> were conducted at the student level using data from 2,300 students representative of about 175,000 middle school students and 8,776 students representative of about 250,000 high school students. Statistical models identified significant associations between each individual Health Education practice and student outcomes. Additional models were then used to determine instances where these associations differed based on student demographic characteristics (male, female; non-Hispanic white, BIPOC; and cisgender and heterosexual, LGBTQ+).

### Qualitative Analyses

The findings from quantitative analyses were then used to develop focus group and interview questions for students, teachers, and administrators. Researchers conducted 14 interviews with teachers and administrators from 8 schools. These interviews covered school-level factors (e.g., schoolwide resources, use of Health Education Scope and Sequence) and instructor-level factors (e.g., Health Education certification, professional development). Student focus groups included 29 students from 6 schools and were centered around experiences in health class and how students put what they learned in health class into practice.

Focus groups and interviews were transcribed and analyzed using template analysis, an approach that uses a structured codebook while allowing for additional codes to emerge during the analysis process. The qualitative data supplements and provides context for the quantitative analyses; see the “Limitations” section below for notes about sample size and generalizability.



### Limitations


The key findings in this report highlight statistically significant associations between Health Education practices and student outcomes, but they are not intended to attribute differences in student outcomes solely to Health Education practices. Additionally, it is important to remember that a lack of statistical significance does not mean the Health Education practice is ineffective. The findings from this project do not capture all aspects of Health Education or all possible student health outcomes. Readers and decision-makers should think deeply about the context for the findings in this report before making changes to how Health Education is funded, structured, and prioritized.

The information gathered during focus groups and interviews is based on a small sample of individuals from 10 schools in a school system with more than 1 million students at the time of data collection. Although the data provides useful insights into student and teacher experiences of Health Education, it may not reflect the experiences of everyone in the district. It is possible that individuals affiliated with other schools have different experiences or are differentially impacted by factors that made them less likely to opt in to this portion of the study.

<sup>13</sup>School-level analysis used covariate-adjusted linear regression models and likelihood ratio tests  
<sup>14</sup>Student-level analysis used covariate-adjusted logistic regression models and tests of moderation

This project was made possible in part by a grant from The New York Community Trust to the Fund for Public Schools. Research activities were conducted by the Office of School Wellness Programs in collaboration with Sharp Insight, LLC. Thank you to the participating schools, students, teachers, and administrators for sharing their stories.

Suggested citation: Office of School Wellness Programs. (2023). Quality Health Education Is Linked to Healthier Students: 2021-2023 Health Education Research Results from New York City Public Schools. New York City Department of Education.



# Quality Health Education Is Linked to Healthier Students

## A Guide for New York City Educators and School Leaders



"I feel good about health class because it helps us learn about our bodies, and how they're functioning, and how we can keep them healthy, and maintain a healthy life throughout our lives."

—NYC Middle school student

Today's young people are facing unprecedented physical and mental health challenges.<sup>1,2,3</sup> Making sure students receive quality Health Education can help address these health needs. A recent study by New York City Public Schools showed that middle and high schools that focus on these four aspects of Health Education tend to have healthier students:

### Training Health Teachers

New York City Public Schools offers training for health teachers throughout the city. Schools where at least one teacher went to a recent Health Education training tend to have healthier students.

### Teaching Health Skills

A quality curriculum covers a range of health skills, like communication, decision-making, managing stress, and finding reliable health resources. The more skills taught in health class, the healthier students tend to be.

### Health Teacher Consistency

In some schools, the health teachers change from year to year. In schools where the same people teach health class for at least 2 years in a row, students generally report healthier behaviors.

### School Wellness Council Funding

A School Wellness Council is a group of parents, students, staff, and community members who work with the school administration to support health policies in schools. Students in schools that requested and received funding for their School Wellness Council generally reported healthier behaviors.

"I think [health class] is really important because it actually touches on topics that happen in your real life, like when you grow up, and it's not just stuff that you won't ever see again in your life. I think it's really important because it teaches you how to handle situations when you're an adult."

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"[In health class], I learned what's a healthy relationship. In my family we don't really talk about our emotions, so for me healthy relationships weren't something that I was used to."

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“During the drug prevention unit, our teacher, she taught us about how other students peer pressure you into doing drugs and stuff, and how you can use more positive ways you can say no.”

—NYC Middle school student

“[In our School Wellness Council], we also have focused on the health and wellness of the school community as a whole. Particularly on students, but on teachers as well.”

—NYC Middle school teacher

## Here’s how you can ensure your students benefit from Health Education:

### Review Health Education Policies in New York City

- [Health Education requirements](#)
- [New York City Public Schools Citywide Wellness Policy](#)

### Designate a Consistent Health Teacher

- Talk with your teachers to gauge their interest in teaching Health Education.
- Assign a dedicated health teacher at your school and notify them in advance so they have enough time to prepare for instruction.
- Ensure the same teacher is scheduled for Health Education each year. Teachers reported that teaching health multiple years in a row not only benefits relationships and increases students’ trust but also saves time with lesson preparation and planning.

### Encourage Your Teacher(s) to Attend Training

- Share the Office of School Wellness Programs [Professional Learning Catalog](#) with your teachers.
- Approve your teachers’ time requests and provide coverage for their classes.

### Provide Skills-Based Curricula

- Order recommended curricula through Core Curriculum or ShopDOE.
- Share links to the New York City Health Education Scope and Sequence and Health Education pacing guides on [WeTeachNYC](#) with your teachers.

### Establish a School Wellness Council

- Encourage and support your staff to create a School Wellness Council.
- Subscribe to [School Wellness Weekly](#) to learn about funding and professional learning opportunities throughout the year.

## Read a Report About This Study: [Quality Health Education Is Linked to Healthier Students](#) Questions? Email your [Office of School Wellness Programs Borough Team](#)

From 2021–2023, New York City Public Schools’ Office of School Wellness Programs studied the impact of its Health Education practices on student outcomes. The evaluation used statistics and personal experiences from students, teachers, and administrators to explore effective Health Education practices and their impact on health risk behaviors among middle and high school students. The findings presented in this document are based on all of these data. For more information about the methods used, please refer to the report linked above.

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<sup>1</sup>Radhakrishnan L, Leeb RT, Bitsko RH, et al. Pediatric Emergency Department Visits Associated with Mental Health Conditions Before and During the COVID-19 Pandemic—United States, January 2019–January 2022. *MMWR Morb Mortal Wkly Rep* 2022;71:319–324. DOI: <http://dx.doi.org/10.15585/mmwr.mm7108e2>

<sup>2</sup>Office of the Surgeon General (OSG), U.S. Department of Health and Human Services. Protecting youth mental health: The U.S. Surgeon General’s advisory. 2021. <https://www.hhs.gov/sites/default/files/surgeon-general-youth-mental-health-advisory.pdf>

<sup>3</sup>American Academy of Pediatrics (AAP). Health organizations urge the Biden administration to declare a federal national emergency in children’s mental health. 2022. <https://www.aap.org/en/news-room/news-releases/aap/2022/health-organizations-urge-the-biden-administration-to-declare-a-federal-national-emergency-in-childrens-mental-health/>

# Quality Health Education Is Linked to Healthier Students

## A Resource for Families and Communities



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## Here’s how you can support Health Education in New York City:

### Learn more about Health Education in New York City Public Schools

- [Health Education requirements](#)
- [New York City Public Schools Citywide Wellness Policy](#)
- Ask a young person you know about the Health Education they get in school: How often do they have health class? Do they have a teacher they trust?
- Talk to the health teacher and principal at your school: What Health Education curriculum does the school use? Who teaches the classes? Tell them why this matters to you.

### Get involved

- Attend school meetings and make your voice heard. Learn how you can get involved through [Family Empowerment](#) opportunities.
- Contact your [District Family Support Coordinator](#) or [Leadership Coordinator](#).

### Read more about the study

- [Health Education Study: Technical Report](#)

Questions? Contact [wellness@schools.nyc.gov](mailto:wellness@schools.nyc.gov)

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<sup>3</sup>American Academy of Pediatrics (AAP). Health organizations urge the Biden administration to declare a federal national emergency in children’s mental health. 2022. <https://www.aap.org/en/news-room/news-releases/aap/2022/health-organizations-urge-the-biden-administration-to-declare-a-federal-national-emergency-in-childrens-mental-health/>



**Testimony of Sam Skaller**  
**Senior Campus Coordinator**  
**New York City Alliance Against Sexual Assault**  
**Before the Education Committee and Committee on Women and Gender Equity**  
**December 4, 2024**

Good afternoon, members of the Education Committee and Women and Gender Equity Committee. I want to thank you for providing the opportunity for this critical hearing to discuss Res. 0094-2024 calling upon the New York State Legislature to pass, and the Governor to sign S.2584A/A.6616 requiring comprehensive sexuality instruction for students in grades k-12 and for allowing me to testify before you today.

My name is Sam Skaller (she/they), and I am the Senior Campus Coordinator the New York City Alliance Against Sexual Assault and certified Sexuality Educator with the Sexual Health Alliance. The mission of the New York City Alliance Against Sexual Assault is to prevent sexual violence and reduce the harm it causes through public education, prevention programming, advocacy for survivors, and the pursuit of legal and policy changes. In doing so, the Alliance works to disrupt systems and institutions that, unfortunately, can retraumatize survivors when they most need our support.

I am here to stress that comprehensive sex education is not just medically accurate health education – it is sexual violence prevention.

For the past decade, I have worked with tens of thousands of college and university students, 13% of whom experience sexual assault each academic year—a devastating reality compounded by the fact that the majority of these students have already faced sexual violence before even stepping foot on campus. Last academic year alone, out of New York State's 1.1 million undergraduate and graduate student population, approximately 148,000 endured sexual assault. This staggering figure does not even account for the countless others subjected to verbal and digital forms of sexual violence.

Year after year, I've encountered third-year law students struggling to define affirmative consent, first-year CUNY students unsure if they even have the right to say no to sex, and thousands of disclosures of sexual violence in all its forms. While campus sexual violence prevention education is critically important, it's like treating the symptoms of an illness without addressing



the root cause—a systemic failure to provide comprehensive sexual education before students arrive on campus. This failure leaves millions of New York students unprepared and vulnerable, setting them up for preventable harm.

Amid a troubling political landscape where accused perpetrators of sexual violence hold positions of power, CUNY is shutting down Gender Justice Centers across the city, cyber-sexual violence is on the rise, and anti-trans rhetoric is surging nationally. In this climate, the need for comprehensive sex education has never been more urgent.

Requiring scientifically accurate and inclusive comprehensive sex education can significantly reduce rates of sexual harm and set young people up for success in making informed and empowered decisions about their bodies.

If New York is truly committed to supporting sexual assault survivors, it must take decisive action to prevent sexual violence from occurring in the first place. Passing this bill to make comprehensive sexuality education mandatory across the state is a critical step in that effort.

Thank you so much for your time today. We look forward to working with you and the whole of the City Council and state legislature to ensure this important piece of legislation becomes law.





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## **Testimony in Support of Res 0094-2024 and the Need for Comprehensive Sexuality Education**

December 4, 2024

To the Committees on Education and Women and Gender Equity:

My name is Molly Senack, and I am testifying today on behalf of the Center for Independence of the Disabled, New York (CIDNY) as their Education and Employment Community Organizer. This testimony is supported by Sharon McLennon Wier, Ph.D., MEd., CRC, LMHC, Executive Director of CIDNY.

Millions of people in the State of New York have some form of disability— impaired mobility, or ADHD, or an anxiety disorder, or any number of other issues that constitute disability. It is not unreasonable for them to expect to be sexually assaulted in their lifetimes. That is simply a basic statistical fact.

According to a United States Bureau of Justice Statistics report from 2021, a disabled person is four times more likely to be sexually assaulted or raped than someone who is not disabled. In 2018 NPR found that people who had an intellectual disability were seven times more likely to be sexually assaulted; and for a woman with an intellectual disability the likelihood was twelve-fold. In the same year a University of Michigan study found that in the United States, 40% of women with disabilities (almost half of all women with disabilities) experience sexual assault or physical violence in their lifetime. This finding is consistent with a 2015 study by Wilczynski et al., which found that anywhere between 40% and 70% of girls with disabilities will experience sexual abuse before they turn 18, as will 30% of boys with disabilities. If that comparison makes 30% sound low, it is all the more reason to be alarmed. That, and the likelihood that this consistently documented data most likely represents an undercount.

There is often an assumption that the reason for the higher numbers has to do with physical vulnerabilities, which make violence more difficult to resist or report. Sometimes that is true. But most times it isn't. Most times, the higher numbers are born from an education: people with disabilities are informally and systemically taught to accept their own discomfort. People with disabilities are taught that non-disabled people "need" to help them, so by extension they learn that it is natural that people will touch their bodies without permission. They learn that people are more willing to be accommodating to them if they are obliging and polite, so they tend to do what they're told without questions or complaint. They see that more social acceptance happens the less individuals stand out, so they learn there is emotional safety in saying "yes" when they hear others say it, even if they don't necessarily feel comfortable in a given situation. They are taught, even by those who mean well and do not intend this lesson, that their discomfort makes other people uncomfortable, and they are conditioned to believe that alleviating others' discomfort is not only their responsibility, but their priority. When informal education is this dangerous, better formal education can be lifesaving.

Resolution 0094 supports the passage of NYS bill S.2584A/A.6616, and in doing so, advocates that comprehensive sexuality education be required for all students in New York State, starting in kindergarten and continuing through 12th grade. The evidence-based curriculum is built on medically accurate and age-appropriate programs that refute the narrative that one's discomfort must be endured. A comprehensive sexuality education means that students are taught about disease prevention and contraception, and also about consent, communication, human development, healthy relationships, and personal boundaries. Students are taught about bodily autonomy: how to recognize it, how to voice it, and how to value it.

The more classrooms in which comprehensive sexuality education is taught, the more effective that education will be. The majority of students with disabilities spend more than 80% of their school day in general education classrooms. As of now, in New York State, those classrooms are not required to provide sexuality education beyond certain instruction on HIV/AIDS. If sexuality education is provided, there are no legal standards for it; e.g., it does not have to be age or culturally appropriate; it does not have to be evidence-based; it does not have to be medically accurate.

Some students might learn about sexuality from parents, healthcare providers, or social networks. This information also has no accountable standards, but students with disabilities are less likely than their non-disabled peers to have even those opportunities. In part, this is because of a still-lingering myth equating disability with asexuality. And whether that myth is used as an excuse to keep certain children ignorant or to keep certain children excluded, the consequences of its perpetuation can be devastating. Comprehensive sexuality education will provide all students with the same much-needed, protective knowledge.

Bills supporting comprehensive sexuality education tend to get introduced, and then sit in committee. They are often called "controversial." But what is indisputable is that there exists a population that has a 70% chance of being sexually abused or assaulted before even reaching adulthood. There is no controversy about the fact that this- one of the highest rates of sexual assault in America- is the reality for young people with disabilities. And it is avoidable.

It is time to pass legislation requiring comprehensive sexuality education in schools. We thank the Council for their time and effort in this, and ask them to support the passage of Res 0094.

Sincerely,

Molly Senack (She/Her)  
Education and Employment Community Organizer  
Center for Independence of the Disabled, New York  
Email: [msenack@cidny.org](mailto:msenack@cidny.org) Phone: [REDACTED]

**TEACHERS COLLEGE**

COLUMBIA UNIVERSITY

DEPARTMENT OF COUNSELING AND CLINICAL PSYCHOLOGY

December 4, 2024

Dear City Council:

My name is Aurelie Athan, and I'm a clinical psychologist, researcher, and faculty member at Teachers College, Columbia University. I specialize in sexual and reproductive health, co-founded the Sexuality, Women, and Gender project, and oversee a well-attended professional development program for teachers on our NYC campus and nationally online. Lastly as a scholar, I've promoted concepts like *matrescence* and *reproductive identity*, to provide a more empowered, strengths-based perspective that has resonated with both the scientific community and the general public.

I would like to offer my testimony and ongoing expertise as you consider strengthening this critical component of the NYC health education. Over the past decade, I've witnessed firsthand the positive progress made locally, from the early efforts to bring sex education to the attention of legislators, to the improved initiatives of the Office of School Wellness as we've heard today, and the listened closely to the voices of hundreds of New York and out-of-state teachers I've studied. I would therefore welcome the opportunity to share what I've heard from them to continue this important discussion beyond these walls.

I came to this advocacy work after many years of listening to people in crisis—grappling with issues from interpersonal violence to postpartum depression—repeating the all-too-familiar refrain, “Why didn't anyone tell me?”. They felt not only unsupported during these critical moments but also unprepared. The increasing mental and physical health burdens, which you know firsthand, have led to a costly cascade of public health issues. This led me to trace the problem back to what I firmly believe is one of its *root* causes: *a lack of education*.

Comprehensive sexual and reproductive health education is essential for fostering lifelong healthy relationships, reproductive well-being, and informed decision-making. It is not just about preventing teen pregnancies or raising awareness about STIs—it is about equipping young people with *lifelong literacy*. This means giving them the knowledge and skills to find the right information, distinguish fact from fiction, and apply that wisdom throughout the many twists and turns their journey will inevitably take. It is about instilling long-term thinking, not just short-term postponement—helping them build a life of intention, understand themselves as whole people with agency, and navigate their choices with confidence and care.

These are also the targets outlined by the World Health Organization's Sustainable Development Goals and National Sex Ed Standards. Ensuring access to comprehensive sexual and reproductive health education upholds the dignity, rights, and well-being of all people here and worldwide. In order to make this vision a reality more locally, I recommend the Department of Education take the following actions:

- 1 **Increase the dose and frequency** throughout all grade levels, building knowledge progressively. The DOE has laid out a strong scope and sequence modeled on the national standards that can continue to evolve as the science is updated. It's hard to imagine how 1 semester is enough.
- 2 **Track implementation of sex education specifically rather than health education.** Come far since 2016, but seem to still be stuck on this point of differentiating sex ed from health ed in general in their tracking.
- 3 **Ensure standardized training for all health educators** so every student, regardless of their school, has access to consistent, high-quality instruction. Teachers College is prepared to help in this regard through our teacher training programs to improve their *competence and confidence*.
- 4 **Provide targeted support for curricular development.** We know that curriculum adoption varies widely—acknowledging that different contexts require more tailored approaches, yet some schools excel while others fall behind. The DOE must bridge this gap.

On a personal note, since this is my specific area of expertise, I think we need to do even better on *repro-ed*. The tide of change is here for reproductive health. We can no longer afford to kick the can down the road in the face of *emerging issues*, such as the rise of infertility, advancements in reproductive technologies, LGBTQ+ family-building, and more childless-by-choice adults opting out—as well as rollbacks to our basic rights of access self-determined reproductive healthcare. Such rapid changes call for more innovative approaches to how we help our young people navigate this often confusing and ever-changing landscape—much like we teach digital and financial literacy. We need to communicate to them that we have their *reproductive health futures* in mind as well.

These steps will require investment, but research shows the payoff is enormous—healthier students, better academic outcomes, and stronger communities. I'd like to be a resource to this council as you advance these efforts. Together, we can ensure every young person in our city has the knowledge and tools they need to thrive.

Thank you for your time and commitment to this vital issue. I will submit an updated version of this electronically for the record based on what I've heard today.

Sincerely,



Aurélie Athan, Ph.D.

**TEACHERS COLLEGE**

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COLUMBIA UNIVERSITY

DEPARTMENT OF COUNSELING AND CLINICAL PSYCHOLOGY

Associate Research Professor  
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## **GMHC Testimony in Support of Resolution 94-A**

Good afternoon, Council Members and Committee Chairs.

My name is Eric Ramirez Naranjo, and I am a 19-year-old NYU Richie Jackson LGBTQ+ Fellow in Public Policy at Gay Men's Health Crisis (GMHC). Thank you for the opportunity to testify today and for your dedication to advancing comprehensive sexual education (CSE) in our schools.

I stand in strong support of Resolution 94-A, sponsored by Council Member Hanif, urging the New York State Legislature to pass and for the Governor to sign A.4604, alongside a companion bill in the State Senate, to amend the education law regarding comprehensive sexuality education in schools.

This bill is crucial for enhancing sexual health education at the city level and plays a vital role in ending the HIV epidemic. A 2022 CDC report revealed that individuals aged 13 to 24 account for over 19% of new HIV infections, with only 56% aware of their HIV status—the lowest among all affected groups. Without better education, these disparities will only grow.

Today, I will outline three key reasons why this Act is vital to GMHC and the communities we serve.



**END AIDS. LIVE LIFE.**

### **1. The opt out Provision for HIV Education Needs to be Removed:**

Section 7 of A.6404 currently includes an opt-out specifically for HIV prevention curriculum, allowing parents to exempt students from learning how to prevent HIV. This outdated policy puts many NYC students at risk of missing life-saving lessons.

Singling out HIV education perpetuates harmful stigma and erases the urgency of these lessons, particularly for LGBTQ+ students, who already face disproportionate risks of harassment, violence, and homelessness, further marginalizing queer youth.

GMHC strongly supports removing the HIV prevention exemption to ensure all students receive comprehensive, inclusive, and accurate information. While the bill would still respect parental choice, this would ensure that critical HIV prevention content remains accessible. Removing this exemption is a necessary step toward dismantling stigma and fostering an inclusive, safe environment for all students.

### **2. This Bill will Increase Good Health Outcomes and Decrease STI Transmission:**

Studies by the CDC consistently show that states with comprehensive sexual education programs experience lower rates of STIs, including HIV, compared to those without such education. Medically accurate, age-appropriate programs empower young people to make informed decisions, reducing their risk of infections and unintended pregnancies. For New York City and State, adopting these programs aligns with public health best practices, ensuring youth are better equipped to protect their health.

### **3. This Bill Will Help to Prevent Sexual Violence and Increase Student Safety:**

Bill Reso 94-A empowers youth to recognize and report sexual abuse by teaching consent, boundaries, and healthy relationships. Aligned with the National Sex Education Standards (NSES), it helps reduce teen dating violence, STI rates and sexual assault. Research from Columbia University's SHIFT project shows that comprehensive sex education can lower the risk of sexual assault in school environments. By fostering empathy and advocacy skills, these programs create safer communities and equip students to thrive.



END AIDS. LIVE LIFE.

### 3. Conclusion:

The Student Health and Safety Education Act is more than a health initiative—it is a commitment to safety, protection, and equity. Unless we ensure that every young person in our schools has access to the tools and information they need to protect themselves, particularly against HIV, NYC cannot end this epidemic. Nationwide, legislative and physical attacks on LGBTQ+ youth have increased, making it even more critical to prioritize inclusive sexual education. Res 94-A empowers our communities by safeguarding access to life-saving knowledge.

GMHC urges the Council to pass Res 94-A and to advocate for stronger, more inclusive policies that reflect the realities and needs of all young people.

Thank you again for your time and leadership on this issue.



Conceptual model of pathways through which Comprehensive Sexuality Education based on National Sexuality Education Standards (NSES-CSE) could prevent sexual violence perpetration





**Testimony of the National Institute for Reproductive Health and NIRH Action Fund  
Before the New York City Council Committee on Education**

**Jointly with the New York City Council Committee on Women and Gender Equity**

**Oversight: Providing Comprehensive Sex Education as part of Health Education**

**December 4, 2024**

National Institute for Reproductive Health (NIRH) is grateful for the opportunity to stand in strong support of Resolution No. 94-A, which calls on the New York State Legislature to pass and the Governor to sign A.4604, a bill to require comprehensive sexuality instruction for students in grades K-12 aligned with national standards.

NIRH has been working in New York City for over 55 years, beginning as NARAL New York in 1968, which was launched as a grassroots political, 501(c)4 organization with the mission of legalizing abortion in New York. Since then, we've expanded our fight to new states and cities, helping others across the country protect and advance access to just and equitable reproductive health care and build political power for reproductive freedom. We are part of the statewide coalition for comprehensive sex education that is working to pass and implement this legislation.

Unlike the outdated, incomplete, or misleading sex education currently offered in many districts statewide, comprehensive sex education provides young people with the medically accurate, culturally responsive, and age-appropriate information they need to make informed decisions. It equips them with knowledge not just about preventing unintended pregnancies and STIs but also about building healthy relationships, understanding consent and gender and sexual identities, and fostering self-esteem and body positivity.



Moreover, the research is unequivocal: comprehensive sex education tangibly improves health, emotional well-being, and social outcomes. A 2021 study reviewing three decades of research confirmed that young people who receive comprehensive sex education are more likely to avoid intimate partner violence, build healthy relationships based on mutual respect and communication, and identify and seek help for abuse and exploitation.<sup>1</sup>

This need is particularly urgent in New York, where over 50% of STIs are diagnosed among individuals younger than 26 years old,<sup>2</sup> rates of dating violence among youth remain alarmingly high,<sup>3</sup> and anti-LGBTQ hate crimes have surged statewide,<sup>4</sup> making inclusive education essential for students' safety and well-being.

The statewide bill, A.4604, will ensure that every student and district in New York has access to a statewide learning standard for comprehensive sex education aligned with National Sexuality Education Standards, model curricula to support implementation, and training for educators. The bill will create a uniform framework ensuring all young people—regardless of zip code—receive the education they deserve. It will foster a generation that is informed, safe, and able to make healthy decisions.

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<sup>1</sup> Goldfarb, Eva S., and Lisa D. Lieberman. “Three Decades of Research: The Case for Comprehensive Sex Education.” *Journal of Adolescent Health* 68, no. 1 (January 2021): 13–27. <https://doi.org/10.1016/j.jadohealth.2020.07.036>.

<sup>2</sup> “Sexually Transmitted Infections Surveillance Report, 2022.” New York City Department of Health Bureau of Hepatitis, HIV, and Sexually Transmitted Infections, 2022. <https://www.nyc.gov/assets/doh/downloads/pdf/std/sti-2022-report.pdf>.

<sup>3</sup> “Dating Violence among New York City Youth.” New York City Department of Health and Mental Hygiene, 2016. <https://www.nyc.gov/443/assets/doh/downloads/pdf/epi/databrief67.pdf>.

<sup>4</sup> Wright, Wendy. “LGBTQ Hate Crime Numbers Rising, per Division of Criminal Justice Services Data.” *Spectrum News*, June 14, 2024. <https://spectrumlocalnews.com/nys/central-ny/news/2024/06/14/pride-month-across-new-york-state-as-lgbtq-hate-crime-numbers-are-rising>.



As we face increasing health risks and inequities for young people, New York cannot afford to delay. We urge the City Council to adopt Resolution No. 94-A and advocate for comprehensive sex education in Albany.

Please contact our Vice President of Policy and Research, Kelli Garcia, and our Political and Legislative Affairs Manager, Niharika Rao for any questions or further information at [kgarcia@nirhealth.org](mailto:kgarcia@nirhealth.org) and [nrao@nirhealth.org](mailto:nrao@nirhealth.org).



Planned Parenthood of Greater New York

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**Testimony of Planned Parenthood of Greater New York before the  
New York City Council Committees on Education and Women and Gender Equity on  
Resolution 0094-2024 in support of Comprehensive Sexuality Education**

December 4th, 2024

Good afternoon. My name is Elise Benusa, and I am the Manager of Government Relations and Policy at Planned Parenthood of Greater New York (PPGNY). Thank you to the Committee Chairs, Council Members Rita Joseph, and Farah Louis for holding this important hearing to discuss resolution 0094-2024 that urges the New York State Legislature and Governor Hochul to provide statewide comprehensive sexuality education. We also thank the resolution sponsor, Council Member Shahana Hanif, for leading this effort and recognizing the importance of comprehensive sexuality education (CSE) for New York's students.

PPGNY has been a leading provider of sexual and reproductive health services in New York for more than 100 years, conducting over 124,000 patient visits per year. PPGNY provides a wide range of health services including access to birth control; emergency contraception; gynecological care; cervical and breast cancer screenings; colposcopies; male sexual health exams; testing, counseling, and treatment for sexually transmitted infections; the HPV vaccine; HIV testing and counseling; and pregnancy testing, options counseling, and abortion. We also provide PrEP and PEP, transgender hormone therapy, vasectomies, and menopausal hormonal therapy. We are a trusted name in health care because of our commitment to comprehensive, inclusive care.

In addition to our clinical services, PPGNY's education and community engagement programs provide information and resources to over 23,000 New Yorkers, including over 1,000 young people. Our programs provide tools to help New Yorkers make informed decisions and lead healthy and safe lives. We provide sexual health education in schools, in the community, to parents and caregivers, and to professionals who regularly engage young people. PPGNY's Youth Health Promoters (YHP), are highly trained youth peer sexual health educators that help fill the gap left by the lack of a uniformed, statewide sexuality education curriculum. The YHP's educate youth about their rights and access to sexual and reproductive health care to overcome barriers and stigma that teens may experience when accessing care. Additionally, our Project SHINE program aims to provide sexuality education to youth with intellectual disabilities, their parents & caregivers, and professionals who support them. As a provider of sexual health education, we see firsthand the gaps that remain in the health education offered to students throughout New York. While New York City requires sexuality education to be provided during part of a semester in middle school and part of a semester in high school, not providing the education from kindergarten through the twelfth grade leaves many students without vital information that has been proven to improve health and education outcomes for young people.

PPGNY proudly supports resolution 0094-2024 that urges the state legislature to pass A.4604, that would make CSE available to students throughout New York State in grades K-12. The program would create model curricula that aligns with national sexuality education standards, provide resources to schools to implement the curriculum in schools, and make the CSE materials available to the public.<sup>1</sup> Beginning in elementary schools CSE provides students the foundational skills to identify healthy relationships, anatomy, and effective communication, and advances to include sexual health and social emotional topics as the students mature.

CSE provides young people with “accurate, age-appropriate information about sexuality and their sexual and reproductive health, which is critical for their health and survival.”<sup>2</sup> It also includes the teaching of anatomy & physiology, puberty, pregnancy & reproduction, STDs & HIV prevention & treatment. Also, instruction on gender, respect of others’ values, cultures and identities, positive body image, and healthy relationships and consent, including anti-bullying and anti-intimate partner violence measures. Research has shown that CSE has resulted in “appreciation of sexual diversity, dating and intimate partner violence prevention, development of healthy relationships, prevention of child sex abuse, improved social/emotional learning, and increased media literacy.”<sup>3</sup> A 2012 review of sexuality education programs conducted by Advocates for Youth, showed that these programs helped participants increase condom use, reduce the number of sex partners, and/or reduce the incidence of unprotected sex.<sup>4</sup> Studies have also demonstrated that CSE programs reduce the rates of sexual activity, sexual risk behaviors, sexually transmitted infections, and adolescent pregnancy.<sup>5</sup>

Without CSE, young people in New York are at serious risk of poor health outcomes. In 2022, young people in New York State were one of the groups experiencing high rates of STIs.<sup>6</sup> In fact,

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<sup>1</sup> *NY State Assembly Bill 2023-A4604*. NYSenate.gov. (n.d.).  
<https://www.nysenate.gov/legislation/bills/2023/A4604>

<sup>2</sup> World Health Organization. (2023, May 18). *Comprehensive sexuality education*. Retrieved from  
<https://www.who.int/news-room/questions-and-answers/item/comprehensive-sexuality-education>

<sup>3</sup> Goldfarb PhD, E. s., & Lieberman PhD, L. D. (2021). Three Decades of Research: The Case for Comprehensive Sex Education. *Journal of Adolescent Health, 68*(1), 13-27.

<sup>4</sup> Advocates for Youth. (2012). *Science and Success: Sex Education and Other Programs That Work to Prevent Teen Pregnancy, HIV, and Sexually Transmitted Infections*. Washington, DC: Advocates for Youth.

<sup>5</sup> Joanna H. Stacey, M., & Care, A. C. (2016). *Comprehensive Sexuality Education*. Retrieved from American College of Obstetricians and Gynecologists: <https://www.acog.org/clinical/clinical-guidance/committee-opinion/articles/2016/11/comprehensive-sexuality-education#:~:text=Studies%20have%20demonstrated%20that%20comprehensive,transmitted%20infections%2C%20and%20adolescent%20pregnancy.>

<sup>6</sup> Sexually transmitted infections data and statistics. (n.d.-a).  
<https://www.health.ny.gov/statistics/diseases/communicable/std/>

women and girls, ages 15-24 accounted for over 50% of chlamydia cases that year.<sup>7</sup> NYC youth also experience high rates of intimate partner violence. A 2017 survey found that 3,000 NYC students under the age of 14 were physically harmed by a dating partner. Additionally, 6,000 students reported being forced to perform sexual acts or engaging in intercourse against their will.<sup>8</sup> LGBTQIA+ youth continue to experience high rates of discrimination, do not have access to school resources, and are often not supported by school policies.<sup>9</sup> LGBTQIA+ youth experience high rates of bullying, threats of bodily harm, and are more likely to attempt suicide than their counterparts.<sup>10</sup> However, many of their peers and school staff are not fully equipped with the tools to support them.

Access to CSE will not only address poor health outcomes for young people, but it has also been proven to increase educational achievement amongst students who receive this instruction. By fostering social-emotional health and creating better relationships within the school community, students are less likely to engage in high-risk behaviors. They also have better access to resources to make informed decisions about their health care.<sup>11</sup> Access to CSE is a deeply critical issue to families. Young people overwhelmingly support access to CSE and over 90% of parents in the US believe access to CSE is important for middle and high school students and believe it should be

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<sup>7</sup> *Columbia Mailman programs combat rising rates of stis*. Columbia University Mailman School of Public Health. (2024, April 22). <https://www.publichealth.columbia.edu/news/columbia-mailman-school-spearheads-efforts-combat-rising-rates-sexually-transmitted-infections>

<sup>8</sup> *New York City announces the abcs of healthy relationships*. The official website of the City of New York. (2021, October 15). <https://www.nyc.gov/office-of-the-mayor/news/690-21/new-york-city-the-abcs-healthy-relationships>

<sup>9</sup> New York. (n.d.-a). <https://www.glsen.org/sites/default/files/2021-01/New-York-Snapshot-2019.pdf>

<sup>10</sup> New York. (n.d.-a). <https://www.glsen.org/sites/default/files/2021-01/New-York-Snapshot-2019.pdf>

<sup>11</sup> *Comprehensive sex education and academic success*. (n.d.-a). [https://advocatesforyouth.org/wp-content/uploads/2019/09/comprehensive\\_sex\\_education\\_and\\_academic\\_success.pdf](https://advocatesforyouth.org/wp-content/uploads/2019/09/comprehensive_sex_education_and_academic_success.pdf)

evidenced-based and inclusive.<sup>12</sup> CSE can also be a cost-saving investment in New York by reducing the cost to address teen pregnancies<sup>13</sup> and treatment of STIs. The Center for Disease Control estimates it costs \$16 billion annually to treat new sexually transmitted infections in the U.S.<sup>14</sup>

PPGNY believes that it is crucial that the New York State Legislature and Governor Hochul implement statewide CSE guidelines as soon as possible. In the first half of 2024, over 50 bills introduced in 24 states attempted to block or hinder students' access to comprehensive sexual education.<sup>15</sup> We have also seen several states become increasingly hostile towards LGBTQAI+ youth, specifically enacting measures that restrict access to care for trans youth. We expect efforts to restrict access to CSE to continue under the Trump-Vance administration. Providing informed, CSE throughout New York State will simultaneously protect young New Yorkers and set an example for the kind of comprehensive sex education that should exist throughout the country. All students deserve proper sex education, and it is important for New York to stand as an example for how to serve all children's needs.

PPGNY applauds legislation and resolutions that meaningfully addresses lack of comprehensive sex education throughout NYS. We applaud the Council for advocating that the State develop a curriculum that protects all children. We look forward to working with the Council to strengthen our children's access to sexual education and support their right to a healthy, safe life.

Thank you.

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*Planned Parenthood of Greater New York (PPGNY) is a leading provider, educator, and advocate of sexual and reproductive health care in New York State. PPGNY offers a wide range of services across 65% of NYS - including gynecological care; birth control; cancer screenings; pregnancy testing; STI testing and treatment; HIV prevention, testing, and counseling; transgender hormone therapy; and vasectomy.*

*PPGNY is also proud to provide abortion services to anyone who needs compassionate, non-judgmental care. PPGNY is a trusted source of medically accurate, evidence-based information that allows people to make informed decisions*

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<sup>12</sup> Kantor, L., & Levitz, N. (n.d.). *Parents' views on sex education in schools: How much do Democrats and Republicans agree?* PLOS ONE.

<https://journals.plos.org/plosone/article?id=10.1371%2Fjournal.pone.0180250>

<sup>13</sup> Comptroller.nyc.gov. (n.d.). [https://comptroller.nyc.gov/reports/healthy-relationships-a-plan-for-improving-health-and-sexual-education-in-new-york-city-schools/#\\_edn31](https://comptroller.nyc.gov/reports/healthy-relationships-a-plan-for-improving-health-and-sexual-education-in-new-york-city-schools/#_edn31)

<sup>14</sup> Comptroller.nyc.gov. (n.d.). [https://comptroller.nyc.gov/reports/healthy-relationships-a-plan-for-improving-health-and-sexual-education-in-new-york-city-schools/#\\_edn31](https://comptroller.nyc.gov/reports/healthy-relationships-a-plan-for-improving-health-and-sexual-education-in-new-york-city-schools/#_edn31)

<sup>15</sup> Rocha, A. (2024, July 3). *Twenty-eight states targeted comprehensive sex ed this year -- what does that mean?* Retrieved from Reckon News: <https://www.reckon.news/family/2024/07/twenty-eight-states-targeted-comprehensive-sex-ed-this-year-what-does-that-mean.html>

*about their health and future. As a voice for reproductive freedom, PPGNY supports legislation and policies that ensure all New Yorkers have access to the full range of reproductive health services and education.*





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Testimony by Cree Atkins-Griffin of the Brotherhood Sister Sol.

Hello, and good afternoon council, and thank you for taking time out of your day to listen to our testimonies.

My name is Cree Atkins Griffin and I am a fourth year member of the Liberation Program at the Brotherhood Sister Sol, and a senior at Repertory Company High School for Performing Arts.

I came here today to urge city council members to support Resolution 94, which would send a strong message to our New York State Legislature, that New York City supports Comprehensive Sex-Ed for all students.

I believe Comprehensive Sex Education is important because children, adolescents and young adults need to know how to maintain their physical health, so that they can make informed choices, and set boundaries when necessary. Many of us feel confused by the changes that we experience in our bodies, that no one told us we should expect as we grow. Some people are lucky to have parents who teach them about their bodies, but not every parent has the time or knowledge to guide us when it comes to talking about sex.

Additionally, you must recognize the mental and sometimes physical harm that many young women including myself have experienced. Some young women aren't even told what to expect with their menstrual cycle, being afraid of something that naturally occurs in our bodies.

In school, I would like to learn ways on how to keep my body protected. I've seen many young women in my life experience teen pregnancy, and not knowing what choices they have in regards to their bodies.

It is time for New York to Pass the Comprehensive Sex Ed Bill. The time is long overdue.



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4 December 2024

*Good afternoon, Members of the Committee on Education and the Committee on Women and Gender Equity. Thank you for the opportunity to testify today.*

My name is Nasirah Fair, and I work with the young people that you just heard from as a Facilitator and Organizer with the Liberation Program at the Brotherhood Sister Sol, a community based organization that has been training, organizing and educating to challenge inequity and champion opportunity for over 25 years. With a focus on Black and Latinx youth, BroSis is where young people claim the power of their history, identity and community to build the future they want to see. BroSis provides around-the-clock support and wraparound programming, making space for Black and Latinx young people to examine their roots, define their stories and awaken their agency. I want to thank you for the opportunity to come and speak with you in support of Resolution 94.

At the Brotherhood Sister Sol, we believe in empowering young people with knowledge of self, which is why we stand in support of Comprehensive Sexuality Education. When we ask our youth members why they want Comprehensive Sex-Ed, they express the desire to have access to information that will help keep them safe, encourage them to make healthy choices, as well as deepen their connections with their LGBTQ peers and loved ones.

We support advocates who define Comprehensive Sex-Ed as the implementation of a curriculum that is medically accurate, age-appropriate and inclusive. Comprehensive Sex-Ed helps foster a school environment where all students thrive and experience emotional safety. A member of our Liberation Program, Emely Marte wrote “Sex ed could help people and kids to learn more about LGBTQ+people and LGBTQ+ families, youth can learn about the many ways to create families that are different from stereotypical families. Sex ed could also help kids with their sexuality, and it could help them have a safe space with people they relate to. We can teach them, and we can teach ourselves how to break away from societal stereotypes about our bodies, sex, and sexuality. “

If one youth testimony isn’t enough, another youth member, Alpha Diallo shared, “Growing up as a Black Kid in Harlem, I can only imagine how things may have been different if I knew, from an early age, just how safe and respected I was supposed to feel in my own home and in relationships. Joining the Liberation Program, really opened my eyes to some form of sex education. I just wish that this kind of education was part of my schooling and not just once a week, but a continuing, foundational part of our education. If every student had this knowledge, it could really make a difference in how we understand our bodies, our relationships, and how to move through life confidently and safely”.

It is time for the New York State Legislature to pass, and Governor Kathy Hochul to sign Assembly bill A.4604, for a safer, healthier future for New York Youth.

For more information, contact the Director of Organizing, Dr. Marsha Jean-Charles at [mjc@brotherhood-sistersol.org](mailto:mjc@brotherhood-sistersol.org)



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Hola, mi nombre es Welinton Balbuena y estoy aquí testificado con dignidad a voz de mi comunidad y de todas las escuelas de new York para que nosotros los estudiantes podamos obtener una buena educación sobre el cuidado con las relaciones sexuales, y de como evitar embarazos a temprana edad. Yo creo que podemos evitar muchas enfermedades de transmision sexual si nos dan la verdadera enseñanza que necesitamos. No tener acceso a esta educacion implica tener muchas consecuencias negativas; si no nos enseñan sobre anticonceptivos, o infecciones de transmisión sexual, podríamos ser una de estas personas que luchan contra estas enfermedades. Por ejemplo, tambien saber sobre estos temas nos ayuda a que si en algún momento nos hacen algun daño o intento de violacion podemos decírselo a nuestros padres o hacer algo a respecto, evitando asi cualquier intento de violencia hacia nosotros.

Además, hay muchas consecuencias negativas para las personas que no le enseñan sobre la comunidad LGBTQ, tal como ser homofobico, discriminar a la personas de la comunidad y llevarlo a un punto donde esa persona puede sentirse oprimida y llegar hasta atentar contra su vida poniendo su salud mental en peligro. Esta es la razon por la que las escuelas deberían brindar educación sexual integral para evitar todos estos tipos de enfermedades y embarazos a temprana edad. Estamos a tiempo de cambiar todo lo que nos afecta en nuestro diario vivir porque juntos hacemos el cambio. Por eso yo y todos mi compañeros y escuelas en new York pedimos al ayuntamiento a que apoye la resolución 94 para mostrar que la ciudad de new York apoya el proyecto de ley integral en la educación sexual en new York.

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Hello my name is Welinton Balbuena and I am here to testify with dignity on behalf of my community and all the schools in New York so that we as students can obtain a good education on how to take care of sexual relations and how to avoid pregnancies at an early age. I believe we can prevent many diseases if given the necessary education we need. Without having this education we can have negative consequences. If we are not taught about contraception and sexually transmitted infections, we can become one of those people who fight against these diseases. For example, also knowing about these issues helps us so that if at any time we are harmed or raped, we can tell our parents or do something about it, avoiding any attempt of violence towards us. In addition, there are many negative consequences for people who are not taught about the LGBTQ community, such as being homophobic, discriminating against people

in the community, and taking it to a point where that person can feel oppressed and even attempt to take their own life, putting their mental health in danger. This is the reason why schools should provide comprehensive sex education to avoid all these types of diseases and teenage pregnancies. We have time to change everything that affects us in our daily lives because together we make the change. That is why I and all my classmates and schools in New York ask the city council to support resolution 94 to show that the city of New York supports a comprehensive bill on sexual education in New York.

Hello, my name is **Carla De Landri** and I'm from the Upper West Side represented by Gail Brewer.

Thank you for convening this hearing. I'm testifying as a journalist, parent, school volunteer, and a member of the NYC Youth Journalism Coalition. Today, I would like to discuss the importance of student journalism and how the Council can improve equitable access to these opportunities by supporting Int. 1057.

Recently, I became aware that a significant number of New York City public high schools have no access to journalism programs. My own experience as a parent of a private school student whose well-resourced school had journalism programs and school newspapers proved to me how important it is that all students have the same exposure. At a basic level, I think it is a matter of equity that public school students are offered the same opportunities.

Why? Learning the skills and issues that surround journalism empower students to share and articulate verbally and in print their arguments on issues in their schools, their communities, and in their country. They become invested and involved in their communities. It helps students understand the power and importance of facts and research and how to use primary sources to construct and strengthen their points of view.

Now more than ever, building journalism skills helps students evaluate information which is so important in a world where artificial intelligence can be used to manipulate and propagandize.

Journalism students also refine their writing and technical skills which will benefit them in higher ed or in the work world. And they become news literate, they will be more informed about how to consume the media they choose to follow.

Many years ago, as a high school student, I had the luxury of learning about journalism and practicing it through the writing and production of a school newspaper. It led me to become the editor of the Vassar College newspaper (the oldest college weekly), AND to a 30 plus -year successful career in TV journalism at ABC News. Studying journalism was life changing.

I urge the Committee to support Int. 1057, demonstrating a commitment to advancing equitable access to student journalism programs in our city's schools.

Thank you,

Carla De Landri

Good afternoon, my name is CJ Sánchez. Thank you for convening this hearing. I'm a former public school teacher and now have the honor of leading the New York City Youth Journalism Coalition—a citywide collective of students, educators, newsrooms, DOE schools, higher education institutions, and nonprofits, all united to expand journalism opportunities for NYC youth.

I'm eager to pass the mic to the students beside me, who are missing school to take part in this important civic process. Before I do, I just want to provide some context on the momentum happening beyond these walls, and how Introduction 1057 would bolster it.

We have just a *snapshot* of the dire state of student journalism in New York City. According to a 2022 survey, only 27% of high schools have a student paper. Even more alarming is how this access is sharply divided along socioeconomic lines. In the 50 schools with the lowest poverty rates, 72% have a paper. Meanwhile, in the 50 schools with the highest poverty rates, only 6% do.

We've been crafting solutions to address this disparity, sparked by a roundtable two years ago where students and DOE leadership envisioned the future of journalism in our schools. Now, with the backing of our day one champions—Chair Rita Joseph and the Black Latino and Asian Caucus—the Coalition is launching Journalism for All, a public-private partnership to create and sustain journalism programs in thirty New York City public high schools next Fall. Introduction 1057 will allow us to not only measure the ongoing inequity, but also our progress towards addressing it.

We've raised 1.2 million dollars in private funding towards this initiative, and received applications from 55 schools spanning 30 City Council districts. Another 60 schools expressed interest but couldn't commit due to outstanding capacity challenges. Student journalism is clearly in high demand and in need of large-scale support.

Today's inequity goes beyond numbers. When access to journalism is limited to certain students, so is the ability to tell their stories and shape their communities. Together, we can ensure that *every* student has the tools to shape the future of our city. Starting with these five here today.

Good afternoon, my name is Isabella Mason and I'm a senior at Midwood High School represented by Councilmember Farah Louis. Thank you for hearing our stories today.

I grew up within the charter school system and now, attending a public high school that receives so much funding, the disparities between these two schools are night-and-day. My middle school, located in the middle of Brownsville, a neighborhood known for its violence, is devoid of resources. My high school, with computer carts and digital boards in every classroom, and an abundance of college and career resources readily available.

I am so fortunate to have access to both a journalism class and a school newspaper, both of which I am part of. These program options provide an outlet for me to explore my passion for social justice and advocacy, and gain invaluable experience for my college and future career. For example, I'm working on an article about my experience working the polls for the 2024 presidential election, and how inaccessible politics are for those whose first language isn't English, the elderly and the disabled.

For schools that don't have access to such programs students are at a significant disadvantage, unable to explore a field that is vital in an active democracy. Throughout journalism's history, we've seen who gets to publish and what stories get published, with Black and brown writers consistently excluded. This disparity persists today, and we see it in New York City's school system, where schools in low income and predominantly minority communities don't receive adequate funding, meaning that crucial programs, like journalism, are left out of curriculum, not even an option for students. The urgency of expanding journalism access across all NYC schools can not be understated.

This vision of journalism programs at all 500 plus NYC public high schools can only come from close partnership with the DOE. The coalition's Journalism for All initiative was sparked by students meeting with DOE leadership. Two years later, we are seeing encouraging signals from DOE, particularly from the Office of Student Pathways and several Superintendents' offices who encouraged schools in their districts to apply to Journalism for All. We are ready to walk the walk, and expect DOE to join us in supporting Introduction 1057, demonstrating not only a commitment to our city's students, but a commitment to the future of our democracy.

My name is Katelynn Seetaram, and I'm currently a senior at Pace High School in the Lower East Side, represented by Christopher Marte. Thank you for joining us here today.

Journalism found me by chance through a random elective placement. This fortunate circumstance sparked my passion for student journalism, and I have since served as Editor-in-Chief of our school newspaper for the past two years.

Being a student journalist has become a fundamental part of my identity. This program has opened countless doors, including opportunities to serve as a student leader in the Youth Journalism Coalition and intern at the Paley Center for Media. While student journalism certainly enhances resumes, its true value lies in amplifying student voices and addressing crucial issues. In December 2023, two former Pace students wrote an article exposing the deteriorating flooring in the gymnasium shared between Pace and M.S. 131. Their reporting went beyond just highlighting water damage, drawing attention to air ventilation problems and lost opportunities for student athletes.

According to Representative Marte, this article directly led to a significant breakthrough: the June 25th 2024 announcement that the Pace-M.S. 131 gym will receive a \$750,000 renovation. This outcome demonstrates how journalism empowers students to uncover truth and bring real change to their communities.

Now I am here before you as one of those empowered students, and this isn't my first time. In June, we were in this room to support Resolution 372, which calls on the DOE to support a student paper at every high school. In August, we were here again when the Council passed the Resolution, and when we asked Speaker Adams at her press conference what she'll do to make it happen, she said, "We put our money where our mouth is." Now, passing Introduction 1057 is the first step for the Council to take towards making this a reality.



My name is Liza Greenberg and I am a senior at the Bronx High School of Science. Thank you for the opportunity to be here today.

Being a student journalist is central to who I am. I have worked on my high school paper, The Science Survey, for the past three years, this year serving as editor-in-chief. Like Katelynn, I am confident enough to be here today because of my school newspaper. Approaching teachers, students, and administrators, asking tough questions, researching, and advocating for important causes are the core pillars of scholastic journalism.

This is my fourth trip to City Hall for this issue. I have no doubt when the DOE says they care about student journalism, and that the Council has our back. We have appreciated your support in getting this far, and now I'm here, because hopefully, it's time to make moves.

The boldest part of Introduction 1057 is the requirement for DOE to report how much it costs to run a journalism program.

Here's why it matters: The 30 Journalism for All schools will pioneer a model that can scale to 500. In three years, we'll have a proven, measurable, and replicable model ready for prime time. With the financial data from Introduction 1057, we'll have the tools we need to work with Chair Joseph, Council Leadership, the DOE, and private funders to establish a permanent funding solution.

We understand the DOE might find this financial requirement ambitious, and as our track record demonstrates, we are ready to work with them to produce this data and share it with the Council.

We're committed to making sure student journalism thrives—not just in 30 schools but in every school across the city. Thank you.

Hello, my name is Louis Detrano, and I'm from the Kew Gardens Hills neighborhood of Queens, represented by James F. Gennaro of District 24. The school I go to is Fusion Academy Brooklyn in Downtown Brooklyn, represented by Lincoln Restler of District 33.

Thank you for convening this hearing. I'm testifying as a student and a member of the NYC Youth Journalism Coalition. Today, I would like to discuss the importance of student journalism and how the Council can improve equitable access to these opportunities by supporting Int. 1057. This bill is especially important to me, due to my experiences with student journalism in the past and how the DOE, in my opinion, could do much more to support schools that wish to establish a student publication of any sort.

There are countless benefits of allowing students more access to these journalism programs. Despite New York being dubbed the media capital of the world, only one out of four public high schools have an established student newspaper. Students participating in these programs exhibit higher grades and test scores, better writing and grammar skills, and empowers them to build their school community and share their voices with their peers. One of the primary goals of these programs is teaching students to communicate essential and accurate information and help them become a healthier consumer of media. Not to mention that the skills developed in a journalism program are applicable to nearly any job field, regardless of whether the student is interested in pursuing a journalistic career. It teaches students writing, interviewing, research, and videography, all skills that will help students excel beyond high school. Even in high school, student publications foster a positive impact on school culture and allows students to contribute meaningfully to their community.

My experiences with student journalism go all the way back to sophomore year, when I began writing for the school newspaper during its introductory year. I was often met with patronizing superiority from the editors-in-chief, and felt that I was getting no credit for my work, despite my efforts to contribute. Ultimately, my time on the newspaper staff did not last, as I switched schools junior year. This experience really opened my eyes to how much the DOE takes journalism programs and other extracurriculars for granted. It also inspired me to help establish a student newspaper at my current school that did not have one. I also think equity and representation is very important in a city as diverse as New York. While specialized high schools such as Brooklyn Tech and Bronx Science have well-established student newspapers, other schools in more underrepresented communities do not. I have noticed that many schools with primarily students of color do not have the support and resources they need to start a student publication, due to a lack of funding, interest, or both. I think that if the DOE puts more effort towards supporting these programs and explaining why they are beneficial for students, they can help close the unfortunate equity gap in public schools.


*Int. 1057: Student journalism programming at the city's high schools* was introduced by Council Member Rita Joseph in September. The bill would require the DOE to issue an annual report on journalism courses, journalism clubs, and student publications available at each high school during the preceding school year, and also require high schools to distribute information to students regarding the availability of said programs. By collecting and publishing this data, the

DOE can reveal disparities in access to journalism programs and the schools that need resources and support the most. This data can lead to targeted interventions for schools with limited access and ensure that all students have an opportunity to participate in journalism. This bill would also be important in reinforcing student journalism as an essential part of education, and increase awareness and community advocacy for these programs. If the bill passes and the DOE complies, middle school students will know which high schools have journalism programs during their application process.

I urge the Committee to support Int. 1057, demonstrating a commitment to advancing equitable access to student journalism programs in our city's schools. Thank you.

**From:** [Mari Moss](#)  
**To:** [Testimony](#)  
**Subject:** [EXTERNAL] Testimony of Mari Moss 12/4/2024 for Education and Women's Gender and Equity committee reso 94\*\*  
**Date:** Thursday, December 5, 2024 8:00:14 AM

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“Parents are the primary stakeholders in their children’s lives, and their involvement is essential, particularly in matters of health education, including sexual health education.

Our school system has a troubling history of parental alienation, often excluding parents from decisions regarding their children’s well-being and educational curriculum. Because of this, I can only support the sexual education portion of Resolution 94 if all parents are fully informed about the curriculum being presented, the qualifications of the teachers delivering it, the class size, the timing of the instruction, the methods of presentation, and all other details and parameters involved.

There can be no substitute for parental information, involvement, consent, and approval when it comes to this curriculum. Parents must be engaged and educated through Community Education Councils (CECs), community boards, the United Federation of Teachers

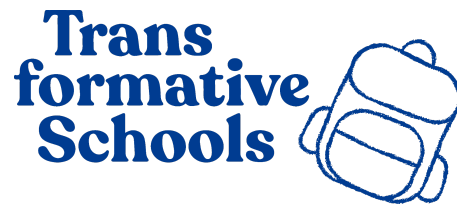
(UFT) parent groups, wellness advisory councils, assemblies, school leadership teams (SLTs), and other parent organizations to ensure families are well-informed about the curriculum's objectives and benefits. Parents should also be provided with tools and resources on how to have meaningful conversations with their children about their needs and development, reinforcing that teachers are not substitutes for parents in this critical area.

Furthermore, the curriculum must address domestic violence awareness, methods to avoid human trafficking, and strategies for identifying and responding to these issues. Lessons must be age-appropriate and developmentally suitable, with clear guidelines on how content is tailored to different age groups. Transparency in how this is implemented is non-negotiable.

The success of such programs depends on data-driven accountability. Schools must collect and monitor youth risk behavior data to track outcomes such as reductions in rates of sexually transmitted diseases (STDs), unintended pregnancies, incidents of abuse, and trafficking. These findings should be shared with parents at the school level, empowering families to make informed decisions and advocate for continuous improvement in the curriculum and its delivery.

I wholeheartedly support providing proactive, life-saving information to students, but it must be delivered with the explicit input, permission, and consent of parents, along with regular reviews—at least quarterly—to ensure ongoing transparency, accountability, and alignment with community values. Collaboration between parents, educators, community boards, and other stakeholders is essential to ensure our children receive the education and protection they deserve.”

Sent from my iPhone



## **Testimony Supporting Resolution 0094-2024**

New York City Council  
Committee on Education Hearing  
12.4.24

Good afternoon Chair Joseph, Council Member Hanif, and Members of this joint meeting of the Education Committee and Women and Gender Equity Committee. My name is Mimi Shelton. I'm a Black woman of transgender experience. Although I am currently a law student at the CUNY School of Law, I have a professional background in research, direct service work, grant management, and education. Specifically, I was a Middle School English and History teacher in Philadelphia and New York City schools for 4 and a half years. I am also a Board Member for Trans formative Schools.

Throughout my career and life, I have observed the impact of insufficient sex education resources and gender-based education in ways that stymied my development and acceptance of myself as a transgender woman (not to mention my racial identity). This impact is not unique to transgender and queer students or teachers. The lack of comprehensive knowledge around gender and sexual identity in schools stagnates the maturation and intellectual development of youth, shrinking their world views to heterosexual and cis-gender norms that often lead those questioning their sexual or gender identities into a mindset of inferiority. For cis-gender, heterosexual youth, this absence of education allows them to model the behavior of dominant society that bullies, isolates, depreciates, attacks, and attempts to erase transgender and queer people from existence in professional, academic, and social space. It stagnates their critical thinking abilities and stops them from seeing a world of people who have, do, and will continue to exist outside of their miseducation.

According to the Gay, Lesbian, Straight, Education Network's (GLSENs) [2021 National School climate survey](#), transgender youth frequently face compounded, sexist, transphobic, and homophobic discrimination that leads to poorer mental health outcomes, worse academic performance, physical assault, verbal harassment, sexual assault and harrassment, absenteeism/truancy, and higher school dropout rates. These rates are disparately higher among BIPOC transgender youth, especially those who are Black (see [USTS 2022 Early Findings Report](#)).

As a Black transgender woman, I know all-too-well that educational discrimination and lack of access does not stop at the schoolhouse door. Take, for example, transgender New Yorkers in the [NYS Department of Labor's 2023 TGNCNB Report](#). 33.1% of transgender New Yorkers did not graduate high school as opposed to 12.3% of cisgender New Yorkers. Only 19.5% of transgender New Yorkers have attained a college degree as opposed to 35.5% of cisgender New Yorkers, which could explain

why, in that same report, the DOL found that the rate of unemployment for transgender New Yorkers is over twice that of cisgender individuals throughout the state.

I am here today to support Quadira Coles and Girls for Gender Equity as they lead this work at the city and state level. As a former teacher, future lawyer, and passionate advocate for transgender and queer youth, I am invested in mitigating the current lack of inclusive gender and sexual identity education. Youth learn to model the world around them in schools, and they perpetuate these models of behavior throughout their adult lives. I cannot stand by without fighting against a future that would devalue the lives, histories, stories, and deservedness of transgender and queer people.

Please approve Resolution 0094 to ensure that the NYC DOE is not erasing some of our most marginalized young people and then pass these and other information requesting resolutions to provide us with data to prove who is being unfairly punished. This will allow us to make targeted interventions in schools to limit harm to students.

Students can't learn in schools when they don't feel safe and seen at school.

Thank you for your time.



Good afternoon, my name is Natalie Viderman, and I am a junior at Hunter College High School in Manhattan, represented by Councilmember Julie Menin. Thank you for being here today.

For me, being a part of student journalism hasn't been much of a struggle, given that my school newspaper has a century-old program. Every day, I feel blessed to have such an amazing program, with a dedicated advisor and a passionate group of students.

However, when I was in middle school, the word "newspaper" was never even mentioned. When I got to my current school, though, I could feel the beating heart of student journalism all around me. From over a dozen publications to a biannual journalism conference, reporting is everywhere. Now, I'm a Features editor, where I've guided students through writing articles showcasing various people in the school community. But it isn't just the newspaper. My school's journalism elective gave me a space to share my thoughts and stay involved with stories about the world around me together with other motivated students. The media is taking a central role in everyone's lives, and school journalism programs allow students to take a central role in the media.

This introduction is not just another bureaucratic exercise. For students like my middle school peers, it's personal. We didn't know we could end up at a high school without a publication, without a place for our voices. This year, countless students interested in journalism won't have the information they need to find the right school. The DOE reports basketball teams, but not publications. Introduction 1057 will change that, by giving 8th graders the data on which high schools currently offer these critical outlets for student voice. Access to journalism education shouldn't be a privilege, it should be a right.

Hello, my name is Noreen Fitzgerald-Makar and I am from Thomas A. Edison CTE High School in Jamaica, Queens, represented by Councilmember James F. Gennaro

Thank you for convening this hearing. I'm testifying as an educator and a member of the NYC Youth Journalism Coalition. Today, I would like to discuss the importance of student journalism and how the Council can improve equitable access to these opportunities by supporting Int. 1057.

As a journalism adviser for the last thirteen years, I can say that, without a doubt, I have seen the positive impact that youth journalism has had on my school community and on my students, both in high school and beyond.

In my program I have seen a boost academic performance, improved writing skills, and enhanced civic engagement. They empower students to share their voices, build community, and develop critical media literacy—essential in today's world. By teaching skills, like writing and research, journalism prepares students for college and careers in **all fields and professions**. These kids can write, communicate, take direction, plan, are confident and can lead. They really are the total package and that is, in large part, to being given a voice through student journalism.

Our student journalism program has enhanced our school culture, created a stronger sense of community and belonging, and fostered collaboration between students and adults. Our program works to promote a more informed and engaged democracy, equipping students with skills that support lifelong civic engagement, such as voting and news literacy. Just this past autumn, my students participated in The New York Times Headway initiative, which gave them the opportunity to participate in a nationwide dialogue with other teenagers regarding the election. They were excited to engage in the learning experience and enthusiastic to share their opinions on a platform geared specifically towards them. Jaden Puttiram's expectations regarding the election were highlighted and shared during the [October 23, 2024 update](#); he was amazed that his opinion mattered. Students should know that even if the Times doesn't come knocking for an interview, their opinions matter and their voice deserves to be heard. If we want an informed citizenry, we need to start encouraging civic interest and participation **before** they are old enough to vote so that they are confident in their right to participate in pre-election dialogues, the voting process, and engaging with news media covering the election cycle. Student journalism is the most effective vehicle there is for making this "buy-in" a reality.

Additionally, I find that students that have been a part of a journalism program have stronger metacognition and critical thinking skills, required for higher education and the workforce. This is demonstrated through our current and former students, as our alumni are heavily involved in community engagement and activism in relation to their civic interest. Students, empowered by their student journalism experience and the validation of their voice, have gone on to be active members in community-based organizations, specifically South Queens Women's March, an all-volunteer multi-generational, intersectional platform working to foster women's empowerment;

Amelia Inderjeit is an alumna that makes me proud to work with The Edison Light. Other alumni, such as Yulini Persaud, Harvey Garcia, and William Burgos, have pursued careers in journalism and related fields after having their interest piqued in my journalism class.

Int. 1057 aims to expand access to scholastic journalism programs in city high schools, which should not be treated as an afterthought, as they often are in many schools—if they even offer journalism classes at all.

My school is fortunate to have a long-standing journalism program, but many schools in less affluent districts either lack the funding for these programs or face neglect from administrators who fail to recognize their value. This needs to change.

By publishing this data, the DOE can uncover inequities in journalism access and direct resources to schools that need them most. No school should be forced to choose between journalism and other essential programs—they must have both. This approach ensures every student can engage in journalism, reinforcing its crucial role in education.

I strongly encourage the Committee to support Int. 1057, showcasing a dedication to promoting equitable access to student journalism programs in our city's schools.

Thank you for your time and consideration.

Good afternoon, my name is Sirahi Drame and I'm a 16 year old junior at The Young Women's Leadership Academy of the Bronx, represented by Council Member Sanchez. Thank you for this opportunity to speak with you today.

I feel fortunate to go to a school that offers Journalism as an elective. Even though I've only been in the class for 2 months, I can already tell the significance it's had and will continue to have on me. During these 2 months, we've dived deep into media bias, our own bias, and how those 2 often intersect. Through what I've learned, I've been able to sharpen my critical thinking skills and examine whether the information presented to me is fact or opinion.

We also have current events presentations every Monday. These presentations range from important documentaries, or the latest news that has been happening in our neighborhoods. Last week, I presented on AI in hiring, and how bias can play a role. These presentations are more than presentations. They expose us to issues that matter to us all. They spark conversations and generate ideas. These presentations inspire change, and represent the power and impact of journalism. As we analyze and discuss these articles in class, we find ourselves more connected than we think through our shared concerns, perspectives, and ideas.

My experiences in my journalism class have not only expanded my knowledge of the media, but have also led me to learn more about the issues that I care about, and engage in conversations that leave me with even more ideas and interests to pursue. I want us to remember that informed voices can drive change, and if children are the future, then we must invest in our future. Journalism programs are just one of the many ways New York City can strengthen and grow the power of the youth.

For too long, we've known there is an equity gap in whose voices are heard in this City. The data we currently have is out of date and incomplete. Introduction 1057 will change that, by requiring the DOE to report on which schools have Clubs, Courses, and Publications.

First Name	Last Name	I reside in	This bill matters to me because I am a	I think this bill will be helpful to New Yorkers because
Maxine	Algenio	11225	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Wallace	Simpson	11217	HS Principal - Essex Street Academy	it will reduce the lifeguard shortage and our students will learn to swim and get certified to gain employment as lifeguards
Scott	C.	11201	Student advocate who believes in this bill's importance	We need more lifeguards and more teens need jobs.
Sunmoon	Jang	10027	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	This is a crucial step that will benefit students and their surrounding communities, driving a fundamental change in the system!
Kassandra	Campbell	10466	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Ruth D.	Caraballo	10467	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Swimming is a sport that is in the decline, lifeguards are in a shortage and whom else better to benefit from the the employment in this industry.
Vern	Ram	10468	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	This bill will be beneficial to NYC Students
Dawood	Abdul-Hameed	11550	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	It will provide opportunities for students to receive high school credit and a certification for a potential job.
Gareth	Robinson	11364	New York City parent who supports school admissions transparency and equity	Decrease the shortage of lifeguards and providing job opportunities to students.
Janaya	Vargas	10801	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Daniel	Gonzalez	10069	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Its a continuous pathway for future lifeguards and it a important life skill to reduce drownings.
Manuel	N.	10457	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	As a former director of MVP Lifeguards, I have seen the way lifeguarding has changed the lives of many of our students. Swimming is a skill everyone should learn regardless of age, gender, or social factors. As a young man, I was terrified of the water until I was given the opportunity in high school to learn how to swim and eventually, given the opportunity to become a lifeguard. Not only was I able to conquer my fear of the water but, with the help of my instructors, I was able to gain vital skills that allowed me to save another persons life and get an amazing work out at they same time. Confidence, strong work ethic, the ability to save a life. This is what young people gain when they choose to take the plunge and become a lifeguard while also having fun. This is a program that should shine for many years to come and amongst it all, I have to thank MVP Lifeguards themselves for making me the person I am today.
Brian	Tapia	10040	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Im a swim instructor and A lot of these students don't know how to swim and teaching them this life saving skills helps with the lifeguard shortage and encourages them and gives them confident
Alyssa	Taylor	11237	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Jessica	Pizzini	10034	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Thaina	Flores Pizzini	10453	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	It can help students-especially those who don't like certain sports-graduate in a timely fashion.
Kamilah	Knox	10469	NYC Youth Program Director who understands the importance and impact of this initiative.	This bill will provide students with the opportunity to graduate high school having learned an invaluable skill that can lead to job opportunities.
Joyce	Pizzini	10031	New York City parent who supports school admissions transparency and equity	New York City students will benefit from a skill that can possibly save them in the future.
Nigel	L.	11692	I was a student that took this training in high schools 2022	This bill is important because it equips students with essential lifesaving skills that can benefit both themselves and their communities.")
Kerry	Seidel	10509	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	This is important because it will help children be more confident,productive and feel better about themselves!
Kristin	Mabrouk	06070	I am the director of a nonprofit that works with partners in New York City and elsewhere in NY state.	Lifeguarding is a viable career path for students, and a way for them to serve their community!
Belen	R.	10468	Student advocate who believes in this bill's importance	I think this bill would be helpful to New Yorkers because not only would it be a fun way to offer high schoolers a chance to earn PE credit while learning valuable life-saving skills which can create student development but addresses the shortage of lifeguards in the city in which can further help beaches and pools be safer which is crucial given how crowded they can get, especially in the summer.
Kimberly	M.	11429	Student advocate who believes in this bill's importance	This bill is important because I currently certify young people to be lifeguards and they should receive credit just like students who play on teams. Also the amount of hours it takes to become certified equates to a regular PE credit.

Marie	Palomba	10801	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Tishana	Clarke	10467	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Mosa	S.	10467	Student advocate who believes in this bill's importance	This bill is important because it equips students with essential lifesaving skills that can benefit both themselves and their communities
Adel	H.	10467	Student advocate who believes in this bill's importance	This bill is important because it equips students with essential lifesaving skills that can benefit both themselves and their communities.")
Traniece	Fenner	10452	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	It can assist youth in a positive light
Clydean	Fenner	10452	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	It can benefit the community
Samiya	T.	10467	Student advocate who believes in this bill's importance	This bill matters because I can save myself and people around me
Nicolas	De La Cruz	10027	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Is a great opportunity for younger kids
Vida	T.	10024	Student advocate who believes in this bill's importance	we need more teens working and doing things rather than not
Ching	Bint	10003	New York City parent who supports school admissions transparency and equity	
Moises	S.	10009	Student advocate who believes in this bill's importance	
Harold	D.	10027	Student advocate who believes in this bill's importance	this bill is important because it helps students rise when they get out of high school
Emma	M.	10032	Student advocate who believes in this bill's importance	It allows students to learn how to swim and also keeps us safe.
Laura	Martinez	10038	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
William	Perez	11225	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	This bill is important not only because it creates opportunity to learn to swim but also save lives.
Gustavo	Diaz	10031	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Laura	Jones	10468	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	It's gives the youth life saving skills they all need at that age
Aye	Mashia	10451	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Nova	Church	Bronx	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Jonathan	Ramirez	10451	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Swimming is a vital skill
Antoinette	C.	10704	Student advocate who believes in this bill's importance	This bill is important because it makes waters safer for everyone
Julyth	V.	10457	Student advocate who believes in this bill's importance	This gives teenagers an opportunity to learn to swim so they can be safe in the water
Adelina	Mendez	10456	New York City parent who supports school admissions transparency and equity	So the teenagers can have a job as a lifeguard
Mia	R.	10452	Student advocate who believes in this bill's importance	It is an essential life long skill that all should posses.
Julissa	Galarza	Bronx	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Mariyamo	Sanuwo	10456	New York City parent who supports school admissions transparency and equity	It will help children understand a different system.
Angelique	Caldwell	10462	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Because it could help save people
Fior	Vega	10473	New York City parent who supports school admissions transparency and equity	
Daryana	Candelaria	10468	New York City parent who supports school admissions transparency and equity	It will the safety of the people the kids too

Maria	De Jesus	10461	New York City parent who supports school admissions transparency and equity	
Sasha	Rosa	10458	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Julia	Bethea	10467	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	It will give the youths something to do.
Donte	B.	10458	Student advocate who believes in this bill's importance	Swimming is a vital skill
Richie	T.	10468	Student advocate who believes in this bill's importance	We need more lifeguards in our pools and beaches.
Emily	M.	10453	Student advocate who believes in this bill's importance	I think this bill will be helpful to New Yorkers because it can save many lives and especially in the water or anything places
Amanda	Almonte	10468	New York City parent who supports school admissions transparency and equity	We should be able to save lives for free
Pupa	Rodriguez	10468	New York City parent who supports school admissions transparency and equity	it benefits students
Mehera	Woods	10022	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	It's important to promote physical activity and support young job opportunity
Mark Anthony	Echevarria	10451	New York City parent who supports school admissions transparency and equity	They need help
Nicole	Rios	10457	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Swimming is a vital skill
Brian	Taylor	10468	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Swimming is a vital skill
Paola	A.	10464	Student advocate who believes in this bill's importance	
Luna	Salomón	10552	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Cause it equips students with essential lifesaving skills
Joel	Flores	07603	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Joshua	John	10701	New York City parent who supports school admissions transparency and equity	
Franyely	S.	10457	Student advocate who believes in this bill's importance	We need a lot of youth to learn how to swim and keep themselves safe
Stacy	Richards	10458	New York City parent who supports school admissions transparency and equity	
Marisol	Nunez	10468	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Jessica	Román	10458	New York City parent who supports school admissions transparency and equity	Swimming is a vital skill
Yetta	Shapiro	10452	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Swimming is a vital skill
Lael	F.	10475	Student advocate who believes in this bill's importance	swimming is a vital skill
Adriana	Richards	10475	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	This gives teenaged the opportunity to learn to swim they can be safe in the water
Millicent	Fearon	10475	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Swimming is a Vital Skill
Peche	Fearon	10475	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Swimming is a vital skill
Dominique	Edwards	10458	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Being a lifeguard is a great good for teenagers
Raquel	Richard	10457	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Swimming is a vital skill. We need more life guards in our pool and beaches.
Dominique	Peters	10456	New York City parent who supports school admissions transparency and equity	We need to be able to survive the deluges and floods
Johanni	Rosario	10033	New York City parent who supports school admissions transparency and equity	

Anyelina	Tejada	10463	New York City parent who supports school admissions transparency and equity	
Waleska	Negron	10467	New York City parent who supports school admissions transparency and equity	A lot of kids don't know how to swim
Israel	Castillo	02673	Family Member of New York Resident	Swimming is important
Amazin	Taveras	10458	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	It was help kids receive a credit for something good
Keaseon	F.	10467	Student advocate who believes in this bill's importance	Swimming is a vital skill
Jay	A.	10467	Student advocate who believes in this bill's importance	It can help with my lifestyle lessons and help me find a job
Kiag	Anderson	10467	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Swimming is import for all of us and it's needed
L	B	10031	New York City parent who supports school admissions transparency and equity	It is needed
Emily	T.	10452	I like swimming	I am a student swimmer
Edwin	Cala	10467	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Swimming is a vital skill.
Ozoa	Gil	10458	New York City parent who supports school admissions transparency and equity	Apoyo esa idea para los niño
Janette	Reyes	10030	New York City parent who supports school admissions transparency and equity	
Jahzmyne	W.	10457	Student advocate who believes in this bill's importance	It would help the future student become successful
Yanel	Gonzalez	10453	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	This bill is important because it gives students skills after graduation
Bayrob	Ovalles	10458	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	It helps people understand the life of students and when they need saving they will be able to be there when people need saving
Angielee	Rodriguez	10458	New York City parent who supports school admissions transparency and equity	Essential lifesaving skills that can benefit everyone
Jackelin	Aponte	10458	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Swimming is vital skill
Maria	Delgado	10458	New York City parent who supports school admissions transparency and equity	Being a lifeguard is a great job for teenagers
Monika	Fletcher	10461	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Being a life guard is a great job for teenagers!
Gabriella	Telles	10464	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	I support this bill because it keeps our children our youth safe active and away from the danger in the streets.
Janice	Roman	10451	New York City parent who supports school admissions transparency and equity	We need swimming in schools for kids safety in pools and beaches
Samarie	Roman	10453	New York City parent who supports school admissions transparency and equity	Swimming is a vital skill
Jasmine	Carabello	10468	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Jasmin	Negron	10458	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Teaches kids to learn swimming, helping others incase of emergency situations, great for summer jobs in pools , beaches etc.its a vital skill to have.
Coral	Tejada	10034	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Roger	Bryant	10467	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Alexandria	Armstrong	10456	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Trecia	Levy	10469	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	It will save a life and adds to the children's skill building
Roshawna	Thobourne	10469	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	This gives teenagers an opportunity to learn to swim so they can be safe in the water.



Kaylynn	Pubill	10458	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	This gives teenagers the opportunity to swim so they can be safe in the water
Victor	Catano	11434	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Swimming is very important
Charlene	B.	10452	Student advocate who believes in this bill's importance	This bill is important to students because it gives them skills for certain situations
Mayra	Solos	10458	New York City parent who supports school admissions transparency and equity	
Barbara	L.	10457	Student advocate who believes in this bill's importance	Child need to learn how to swim
Kihanny	F.	10474	Student advocate who believes in this bill's importance	This give teenagers an opportunity to learn to swim so they can be safe in tbe water.
Genesis	Odum	10468	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Swimming is a vital skill
Shiloh	Wisdom	10475	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	It helps students learn how to swim and save other lifes
Touki	Taylor	10468	New York City parent who supports school admissions transparency and equity	Help save more lives
James	Mccoy	10473	New York City parent who supports school admissions transparency and equity	Everyone should know how to swin
Algenia	Malone	10473	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	It equips New Yorkers to SAVE LIVES
Cecilia	L.	21093	Student advocate who believes in this bill's importance	
Audrey	Simoos	21093	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Edelia	R.	10456	Student advocate who believes in this bill's importance	
Andre	Smith	10025	New York City parent who supports school admissions transparency and equity	We love our kids
Joziah	Jalloh	10457	New York City parent who supports school admissions transparency and equity	Drowning is a serious issue in the upcoming years where deaths by drowning has increases. The bill being presented can help consumers realize how much they can afford to keep the city striving showing that the world has not lost hope.
Amy	Muniz	10458	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Children deserve access to lifesaving skills!
Tajahe	B.	10452	Student advocate who believes in this bill's importance	Keep kids off the streets
Moises	Cabrera	10472	New York City parent who supports school admissions transparency and equity	Swimming is a vital skill
Mackensee	Ganpat	10466	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	It opens career opportunities for the youth
Yhincka	Williams	10466	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	It opens career opportunities for the youth
Yemi	Ekundayo	10458	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Rosangely	Hernandez	10442	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Swimming is important
Jose	Sosa	10467	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Because we need more life guards to prevent people from drowning at pools or beaches
Jimmy	Perez	10457	New York City parent who supports school admissions transparency and equity	
Shelsea	Sanchez	10467	Swimming is important	Swimming is important
Xavier	Sanchez	10467	New York City parent who supports school admissions transparency and equity	because swimming is important
Girleny	Martinez	10453	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	swimming is my passion

Alisson	Morales	10467	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	I Important because I like Swimming
Tyler	L.	10243	Student advocate who believes in this bill's importance	It allows new and different social experiences.
David	Coreas	10458	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	This bill is important because it equips students with essential lifesaving skills that can benefit both themselves and their communities
Jason	Vazquez	10462	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Swimming is an important skill
Aaliyah	Cepeda	10457	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Damian	Pimentel	10456	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	People are scared to travel in a lot of cases because they dont know how to swim
Rob	Haddadin	10541	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Anthony	M.	06810	Student advocate who believes in this bill's importance	It provides students with skills that enhance their wellbeing and positively impact their community
Genesis	Mercedes	10031	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	This bill is essential because it equips students with vital lifesaving skills that not only enhance their personal safety but also empower them to make a meaningful difference in their communities. By fostering a culture of preparedness and resilience, it prepares the next generation to respond effectively in emergencies and support those in need.
Cynthia	Castro	10031	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Vanessa L.	Gibson	10462	Bronx Borough President	It allows an opportunity to encourage high school seniors to earn credit for lifeguard training classes which prepares them for careers as lifeguards and promotes swimming classes which can prevent drowning among teenagers. A great idea that can service to make a difference and look at creative approaches to teenagers learning how to swim.
Regina	Roberts	10475	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Danielle	H.	32701	Student advocate who believes in this bill's importance	This bill is important because it equips New Yorkers with essential lifesaving skills, ensuring greater water safety across the city. By increasing access to lifeguard training, it empowers individuals to protect themselves and others, especially in a city surrounded by water. This proactive approach helps prevent drownings, promotes water safety education, and strengthens the community's ability to respond in emergencies.
Kalvin	S.	77545	Student advocate who believes in this bill's importance	
Shydonna	T.	32765	Student advocate who believes in this bill's importance	
Shana	L.	33319	Student advocate who believes in this bill's importance	Thus bill is essential because it helps several issues at the same time. Increased jobs, life saving skills, as well as fosters a sense of accomplishment and increase confidence.
Jasmine	J.	77375	Swim Instructor who thinks this should be nationwide	The drowning rate for Americans is embarrassingly high. This will change that!
Rhonda	Harper	95112	A water sports coach	This bill is important because lifesaving skills should be a mandatory class for every youth before graduation. As a high school student, we had a mandatory swimming class prior to graduation. I went on to join the US Coast Guard to help save lives.
Ivia	Vasquez	10460	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	This bill is important to me because it's can really benefit my child.
Jessica	Dasilva Fisher	02368	Swim program who believes in this wholeheartedly and want to encourage other school districts to do the same!	Provides another options to have access to a life saving skill.
Geordan	Colden	30339	Swim coach, water safety advocate and community leader who believe in this bill's importance	
Phaedra	High	22314	I am a water safety advocate who knows that there's a lifeguard shortage. This program helps with it.	
Ceribel	Nova	10458	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Wesley	T.	32808	Student advocate who believes in this bill's importance	Because EVERYONE needs to know how to swim. No matter where you are.
Michelle	Benjamin	20011	Lifeguard Advocate	

Eduar	Quintero	10469	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Fares	A.	10473	Student advocate who believes in this bill's importance	
Scarlet	P.	10462	Student advocate who believes in this bill's importance	
Otaiza	F.	10467	Student advocate who believes in this bill's importance	
Jordan	H.	90301	Student advocate who believes in this bill's importance	
Dante	M.	10469	Student advocate who believes in this bill's importance	So students can get a chance to try swimming as a class and learn more
Aracy	M.	90019	Student advocate who believes in this bill's importance	The importance of saving a life at a young age can be life changing in the most positive way. Teenagers can believe in themselves, creating confident leaders for this new generation. Teaching young adults a lifesaving skill can not only save lives but save a whole community of people.
Perla	E.	10457	Student advocate who believes in this bill's importance	Because it give skill and help us.
Eimy	L.	10458	Student advocate who believes in this bill's importance	
Nicole	Laguerre	11229	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	This bill will be helpful because it will provide the students with lifesaving skills that they can use in and out of school. It will also help them with jobs opportunities when they are not in school and gain experience and also provided help in their communities. Whether it be working in a health club, beaches or a public or private pool.
Eva	Barnhart	96003	Lifeguard, surfer and watermen who believes this would change the world	So many people vacation to the beach that has shore break and drown
Moaz	Ghounam	10467	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Drew	Mickler	10040	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Learning water safety and how to swim is important for all children.
Mildred	Moore White	07601	Mother who cares about who cares about uplifting yourth and ensuring they have opportunities	Life saving skills are important and not eveyrone can afford lessons
Radha	Persaud	10473	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	This bill is important for youth to have a variety of options and skills available at an early age and be able to transition into a career
Martellus	B.	20744	Student advocate who believes in this bill's importance	It not only allows for students to be certified in Lifeguard duties but equips the children with life saving abilities that exceed a regular physical education.
David	Mercado	11691	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Kids should have more opportunities and be diverse for the work force.
Tarise	Singletary	20601	Org that supports increasing swim equity and water safety awareness	This bill is important for youth to have a variety of options and skills available at an early age and be able to transition into a career
Jayde	Burke	11212	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	It equips students with essential life saving skills
Abril	S.	10456	Student advocate who believes in this bill's importance	I think this bill will be helpful because it will help students learn how to swim properly and for the community in general
Paloma	P.	I forgot	Student advocate who believes in this bill's importance	This bill is important to me because being a life guard can give you a really good experience and maybe a sense of responsibility in what you do.
Camry	P.	10033	Student advocate who believes in this bill's importance	I support
Tim	G.	10990	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	This bill is essential because equipping our young people with the skills to not only survive, but thrive in and around water is pivotal to their success and the greater well-being of our society. I was born in the Bronx but went to high school in the suburbs where swimming was a given so I not only learned to swim for school credit but went on to love being in and around water, feeling safe, confident, and at greater peace. I have completed over a dozen triathlons, and I wish I saw more of my fellow Black and Latino community members able to partake. Lifeguard training for PE credit is obvious.
Angela	M.	10456	Student advocate who believes in this bill's importance	Swimming is a good sport to reduce stress and mental health, it will reduce the lifeguard shortage by providing trained life guards, youth will have a place to go and learn new skills, reduces both incarceration, street violence, help New York City to provide safe swimings lications for the entire city.
Genesis	Marte	12308	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	

Onorio	Mercado	10456	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Swimming reladuces stress,keep the youth out of trouble, will provide lifeguards to reduce lifeguards shortage.
Hidekel	Reyes Lopez	10040	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	This bill is important because it equips students with essential lifesaving skills that can benefit both themselves and their communities.
Jahania	Pizzini	10034	New York City parent who supports school admissions transparency and equity	This bill is important because we have a lot of young people in the city who do not know how to swim this is a very important and possibly life saving skill to have
Ricky	Arroyo	10033	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	It's a way out for a lot of kids with not a lot of opportunity
Thaddeus	Gamory	10990	Retired NYPD Lieutenant, NOBLE member, NYC High School Swimmer	Providing PE Credit for Lifeguard Training in NY Schools, is an excellent way to provide physical education training, basic medical science (First Aid/CPR)AED) that not only get students lifeguard fit, it also creates a new cadre of Water Safety Professionals (easy next step to swim instructor). Lifeguard training also has leadership development built into the training. This resolution will take a enormous step toward prevent drowning and eliminating the current lifeguard and swim instructor deficit; while also getting student ready for summer and afterschool employment. Lifeguard is a great place to see be ready to move towards full-time career options in aquatics, and/or follow the path to the many other professions that require swimming proficiency for entry or advancement .
Samuel	Rojas	10467	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	I think this is a great way for our youth to learn an essential life skill
Onorio	Mercado Jr	10456	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	It will help to fill the shortage of lifeguards in all the boroughs.
Amayda	Arroyo	10033	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	It offers them a new skill and potential job offers for summers and more. Especially in lower income communities like Washington Heights, swimming is not a very common skill amongst our people. This will encourage fitness, maybe even help with our lifeguard shortage.
Wanda	Matos	10033	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	This will help our youth grow in skills. Be more responsible and show empathy towards others.
Ashanty	Santos	10031	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	This bill is important because life guards are essential part of NYC. They will be able to save not only their life but the life of others.
Darius	Conde	10550	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	More lifeguards for less closed pools
Merc	R.	10001	Student advocate who believes in this bill's importance	
Nicholas	Smith	10033	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Genesis	Borgen	10033	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Raul	Garcia	10459	New York City parent who supports school admissions transparency and equity	This bill is important because it will equip our students to find a place where be an output for their mental health and well being as well as another environment for essential lifesaving skills.
Maria Luisa	Pimentel Faña	10468	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Because we need more lifeguards
Adriana	M.	10452	Student advocate who believes in this bill's importance	I need to know how to swim
Lisandro	Urena	10033	New York City parent who supports school admissions transparency and equity	It boosts employment for high school students
Ana	Jimenez	10033	New York City parent who supports school admissions transparency and equity	Increases public pool safety
Barbara	Tejeda	10032	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Children should know how to swim! ALL
Naomi	Da Silva Sahusilawani	10030	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	This bill is important to me because I have been to public pools in my community and sometimes the lifeguards are having trouble to provide the deep end during sessions because there isn't enough lifeguards
Ronald	Peaslee	10033	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	I agree with the bill
Toni	Musa	10034	Youth Development Boys Club Gerry Clubhouses	Increase lifeguard recruitment and career opportunities
Dixon	M.	10033	Student advocate who believes in this bill's importance	Enhances student job opportunities
Hansel	Eusebio	10451	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Addresses drowning prevention

Rebecca	Stokes	10033	New York City parent who supports school admissions transparency and equity	It benefits the community
Diana	Camacho	10027	New York City parent who supports school admissions transparency and equity	Yes
Jocelyn	B.	10033	Student advocate who believes in this bill's importance	Reduces the cost of lifeguard training
Andrea	B.	10033	Student advocate who believes in this bill's importance	It can increase the numbers of certified lifeguards .
Amanda	Arroyo	10033	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	it will help with the lifeguard shortage we have every single summer. Also, it'll teach our students about responsibility, prepare them for a future job and ensure they are not on the streets.
Marie	Perez	10033	New York City parent who supports school admissions transparency and equity	This is good for the kids. It helped my son with his asthma.
Angela	Garcia	10040	New York City parent who supports school admissions transparency and equity	This is good for our children physical activity.
Melania	Santana	10033	New York City parent who supports school admissions transparency and equity	My kids need to learn how to swim.
Eduardo	Escobar	10001	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Para. Que. Aprendan. A nadar
Cirriah	Tonge	10470	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	People die everyday from drowning why not implement a class to help
Arelis	Tavarez	10033	New York City parent who supports school admissions transparency and equity	The kids should have extra activities and sport is a good activity unusual in the NYC area
Josefina	Capellan	10452	New York City parent who supports school admissions transparency and equity	Es importante ya si mando. A mi hijo a una piscina y no sabe. Cómo puedo confiar para manda. Es bueno que halla centro de natacio
Tabitha	Zangre	10033	New York City parent who supports school admissions transparency and equity	
Maireli	Reinoso	10033	New York City parent who supports school admissions transparency and equity	Los niños necesitan aprender a nadar para estar más seguros
Jose	Bueno	10040	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Is important so people in our community won't be fearful when they go to the beach or pool.
Lamont	Williams	10451	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Nathan	Sheppard	10033	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	This bill is important because it will give students the chance to learn important skills to support their community while also improving their own physical health and fitness.
Parent	Anonymous	NYC	New York City parent who supports school admissions transparency and equity	
Yaone	D.	10033	Student advocate who believes in this bill's importance	For people won't die
Drew	T.	10033	Student advocate who believes in this bill's importance	
Esther	Rodriguez	10453	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	This bill is important because it equips students with essential practical lifesaving skills that can benefit both themselves and members of their communities. It can help them achieve a certain quality of life where they feel they can be a positive influence to those around them.
Sandy	P.	10452	Student advocate who believes in this bill's importance	It is very important that we learn first aid since we would save many lives..
Ariel	Boujae	10002	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Good opportunity to get a job
Kingsley	O.	10451	Student advocate who believes in this bill's importance	To help those that don't know how to swim or want to learn how to swim to keep lives alive in other words, reduce drowning and supports parents by giving students job skills.
Steve	Ben	10879	New York City parent who supports school admissions transparency and equity	Important because empower students with confidence in Emergencies
Alexa	O.	10468	Student advocate who believes in this bill's importance	Promotes responsibility and leadership in students
Scott	Galloway	10456	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Provides YearRound Employment Opportunities
Manuel	Valerio	10466	New York City parent who supports school admissions transparency and equity	It will help kids and people be safe in the water

Rikelbi	Vasquez	11385	New York City parent who supports school admissions transparency and equity	Provide important job preparation skills
Jeffrey	Sanchez	10453	AMERICAN Redcross Lifeguard	because it creates Job opportunities
Julio	Chavez	10033	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	It's important skill to know
Gaby	P.	10457	Student advocate who believes in this bill's importance	it could save lives
Ariel	Elliott	10033	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	it helps students experience something new !
Leurys	Jose	10456	Swimming is an important skill to have as a human.	No more drowning due to lack of a super necessary skill!
Lewis	Almonte	10033	New York City parent who supports school admissions transparency and equity	It's good for the bills because teen would learn how to swim and would know how to save other you never know what situation you could end up in. Swimming is a very important to learn they have the ability to spot potential dangers before serious injuries occur.
Robin	G.	10033	Student advocate who believes in this bill's importance	A lot of new careers and new opportunities to get a job and can become better at a specific job.
Hector	S.	10040	Student advocate who believes in this bill's importance	I need to get a job
Julius	E.	10040	Student advocate who believes in this bill's importance	Need to get a job
Tamara	Bloom	11211	New York City parent who supports school admissions transparency and equity	
Albert	Rodriguez	10463	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Kori	D.	78645	Student advocate who believes in this bill's importance	
Michelle	Guzman	10031	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Including lifeguard training as a PE class is important because it offers the same physical and strength training benefits as other gym classes. Also, this option would be more inclusive of students' diverse interests, providing them with an engaging alternative to fulfill their gym credit requirements.
Giovany	Bolivar	11370	Teacher and lifeguard	Helps students get a job and earn credit at the same time. Lifeguard course is a long strenuous course that should be awarded credit for.
Melissa	Peters	10467	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Edward Maximis	D.	20854	Student advocate who believes in this bill's importance	This bill is important because it equips students with essential lifesaving skills that can benefit both themselves and their communities.
Eudys	Polanco	10468	Swim Coach	It will show kids a life saving skill that will still with them for ever and they can teach and pass it on to the next generation
Kiel	Moyd	10018	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Our kids will gain a skill that not only benefits the community but also benefits themselves. Employment and a life skill
Antonio	Lopez	10457	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	It will allow children to gain a certificate which they would use during the summer month in a job and allow them to get off the streets
Jade-Amanda	Colon	10033	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	This bill is important because it allows students to keep their community safe.
Elba	Galan	10466	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	It teaches our children how to swim
Héctor	Amaya	10466	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Grace	Colon	11222	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	My high school actually offered a lifeguard certification class when I was a freshman. It was extremely discounted where I would be able to afford it, as a first generation college student, these opportunities aren't known or affordable. Since then it had been my job all throughout high school and college. Through the lifeguarding class I got a job at the YMCA which in turn gave me an opportunity to become a swim instructor. I was both a lifeguard and swim instructor again all throughout high and college. It was how I was able to afford college and it has been my favorite job, outside of my career as a Merchant Mariner. I am so unbelievably grateful that my high school gave me that opportunity, I wouldn't have gotten it any other way. Being a lifeguard opened so many doors for me, it has impacted my life more ways than I will write, if I wrote it down it would be a novel. Every city kid should have that opportunity, not only is it good job exposure, it allows for networking and its a very rewarding job. This bill will be nothing but good!

Natasha	Ramsey	10462	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	It's helps children learn to swim, provides job training and opportunities for youth.
Lindsay	Strachan	10469	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Phi	Nguyen	10701	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	More students will attend. Lifeguard cert will promote skills that eventually provide a career option to students
Ann	Persaud	10025	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	This bill is important because it equips students with essential lifesaving skills that can benefit both themselves and their communities.
Dion	Best	11691	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	It Warrants the need of every young man to learn a skill and make money while doing it H.s
Nanda	Prabhakar	11239	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	As a former social worker and nonprofit executive, I understand the need for workforce development opportunities. Lifeguard training provides young people with a pathway to a career in Aquatics, but also access to an entry-level position, which is well-paid and in high demand. Lifeguarding also supports city-wide efforts to increase wellness, physical activity, and outdoor recreation.
Terrelle	Lue	91763	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Wendy	Nunez	10466	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Promotes healthy lifestyle
Darlene	Maldonado	10475	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	We need to help our students overcome obesity and keep them off the streets.
Jennifer	Concepcion	10467	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Aligns with national fitness goals for youth
Veronica	Coker	10467	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Enhance students emotional well-being
Yessy	Sanchez	10453	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Addresses drowning prevention
Caroline	Pomietlarz	10462	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Offers a structured and meaningful physical activity for kids and also teaches kids how to support their communities.
Magaly	Acosta	10467	New York City parent who supports school admissions transparency and equity	This is a perfect idea so kids can learn to help each other and adults
Angela	Contreras	10567	New York City parent who supports school admissions transparency and equity	Because kids could learn how to swim and then help others
Joy	Ramkissoon	10547	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Manu city kids fo nit get an opportunity like this
Johnny	Montano	10459	New York City parent who supports school admissions transparency and equity	So they can have a skill, that helped them and others
Herman	Cordero	10467	NYC Lifeguard for 8 seasons with the city	Former lifeguard and understand how crucial the skill is.
Daniel	Penate	10473	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Swimming is an important life skill and all students should learn it.
Sylvia	Hernandez	10475	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	All kids should learn this basic life skill
Andreina	Leon Sanchez	10466	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	It empowers the youth to learn swimming that not a lot of kids nowadays know how to do.
Antoinette	Pagnotta	10709	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	So many of our student do not get the opportunity to learn how to swim
Suey	Liu	10701	Doe teacher	This is amazing, great summer opportunity!
Chanok	Kunjara	11104	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Students should learn how to swim and create opportunities for potential future employment as a lifeguard. The city is short of lifeguards during the summer season.
Waled	Murshed	10467	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Sarah	Miles	10473	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Jessica	C.	10980	Student advocate who believes in this bill's importance	We currently have a lifeguard shortage.
Arkeisha	R.	33075	Student advocate who believes in this bill's importance	It is a life saving skill

Claudia	Davis	10468	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Benefit the community
Joel	Rodriguez	10460	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Swimming is important
Cornette	Cordwell	10552	TEACHER	Promote safety awareness
Roko	Markolovic	10464	Teacher	Must course because it teaches safety. It must be mandatory for high school students because it will teach them how to swim and we won't have to hear how many young people drown each summer.
Tahisha	Styron	10475	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	I believe this bill will support the development of personal responsibility.
Kevarado	C.	10467	Student advocate who believes in this bill's importance	our students do not have direct access to these resources.
Alerhea	Betances	10567	I am a DOE teacher	Teaches them water rescue techniques
Meghan	Blackwood	10467	Doe Teacher	Provides important jobs preparations
Jonathan	Cruz	10461	I'm a Doe employee	Help reducing drownings
Olga	Rodriguez	10025	New York City parent who supports school admissions transparency and equity	
Jose	Turbi	10025	New York City parent who supports school admissions transparency and equity	
Lisa	Gonzalez	10475	New York City parent who supports school admissions transparency and equity	Because everyone should know how to swim
Tom	Hughes	10009	Dos teacher	So they don't drowned
Wagner	Brea	10466	Doe Paraprofessional	So they don't drown
Harold	Brown	10458	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Greater opportunities and greater safety
Lainett	Cheas	10467	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	I believe that this would help the youth stay out of the streets and engage in better opportunities in life. Also it would be a great form of fitness
Lacey	F.	07480	Student advocate who believes in this bill's importance	It is essential for children to have these skills to be successful in life
Theresa L	Crenshaw-Hammonds	10026	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Learning to swim is an important skill for global citizenship
Amber	Peters	10452	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	I think students will benefit from learning this important life skill. And it would be great for them to have alternate form of exercise.
Elizabeth	Colon	10457	DOE staff	The help and teach our youth to be a vital part of society.
Frank	M.	12564	Student advocate who believes in this bill's importance	
Angela	Beale-Tawfeeq	19038	Health and Physical Education, Public Health Professional	This bill is important because it has the power to save lives in more ways than one. I am Associate Professor, former chair and current Program Coordinator of the Health/Physical Education, Teacher Education (HPETE) Program, in the Department of Science, Technology, Education, Arts, Mathematics, and Movement Education (STEAM), in the College of Education, at Rowan University. Presently, Dr. Beale-Tawfeeq seeks to examine the social, cultural, and structural determinants of health, and aims to dismantle social disparities, to cultivate understanding and change. Dr. Beale-Tawfeeq has over 25 years of experience, working in communities, k-12, and higher education, and has been recognized nationally for her youth development, water safety education and drowning prevention research, and programming in underserved communities. Dr. Beale-Tawfeeq received her B.A, in English and M.S. in Therapeutic Recreation from Howard University, in Washington D.C., and her doctorate, in Physical Education, Teacher Education, from the Florida State University, in Tallahassee Florida. Recognizing the discouraging drowning and health statistics disproportionately impacting African American youth, and historically marginalized communities, Dr. Beale-Tawfeeq's research interest in addressing health disparities in the African American community, promoting equity and social justice via water safety and drowning prevention awareness in historically marginalized communities, and her desire to confront health and physical activity disparities, and other disproportionate social inequities, redirected her professional focus toward the inclusion of public health. <a href="https://www.adelphi.edu/Adelphi-Magazine/Adelphi-Magazine-Spring-2010.pdf">https://www.adelphi.edu/Adelphi-Magazine/Adelphi-Magazine-Spring-2010.pdf</a> SHAPE AMERICA National Health Education Standards, Author (Preface, Chapt 1, Chapt 3 Task Force Member)



Maritza	Tineo	10461	Doe staff	Provides u portent jib skills and teaches them how to swim
Betsy	Mojica	10467	DOE Staff	To keep our teens busy, safe, and an opportunity to gain employment.
Meghan	Blackwood	10467	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Everyone should know how to swim
David	Melecio	10461	DOE staff	So they don't drown. Kids are not are not familiar with swimming and they discover to late that they down and they drown
Amina	Dervisevic	11370	DOE employee	Because it promotes water awareness
David	Wills	10467	Principal of Computers and Technology in the BX	Not only is swimming an important skill for everyone to know, the program goes beyond simple swim lessons for advanced students and trains them to be lifeguards. As a CTE school principal, I believe strongly in the importance of building employability skills and being trained as a lifeguard will allow students to make higher wages at a high skills job.
Jhon	Garces-Bontin	07104	DOE employee	Provides critical lifesaving skills
Toma	Gjocevic	10541	DOE teacher	Support youth employment initiative
Hector	Cordones	10467	New York City parent who supports school admissions transparency and equity	This bill is important because it equips students with essential lifesaving skills that can benefit both themselves and their communities.
Aissatou	Barrt	10027	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Judith	Gonzalez	10040	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Angela	Veras	10913	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Quinntina	H.	33319	Student advocate who believes in this bill's importance	Learning to save a life is a rewarding profession and one that can lead to entrepreneurial endeavors!
Madeleine	Watts	11233	New York City public school teacher	
Susie	Kang	11238	NYC teacher who wants alternative forms of PE credit for students	We need more lifeguards and incentives for students to pursue lifeguard training
Carolyn	London	11105	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	It allows students lifesaving skills that help themselves and their communities
Nina	Guralnick	11231	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	This bill is important because it equips students with essential lifesaving skills that can benefit both themselves and their communities and uses PE time to equip students with this critical skill.
Alex	Schmerge	10538	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Fayola	Fair	11233	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Kim	Strauss	11215	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Elizabeth	Smith	11221	New York City parent who supports school admissions transparency and equity	
Dawn	Davis	10014	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Having the capacity to save someone in danger because they are out of their depth in water is a skill that can benefit others. We can't have enough trained lifeguards. This boots communities.
Michelle	Maisto	11215	New York City parent who supports school admissions transparency and equity	The city needs lifeguards and our students need a reason to take learning seriously. This turns PE class from a joke into an asset.
Laura	Ten Eyck	11222	New York City parent who supports school admissions transparency and equity	Alternatives to gym class assignments helps kids and swimming is an essential life skill.
Naomi	Hassebroek	11222	Parent with one lifeguard-certified HS daughter and another who wants to get certified. And I swim in public pools.	NYC needs more lifeguards!
Cynthia	Blackwell	11218	New York City parent who supports school admissions transparency and equity	We need more lifeguards
Talihina	Hippenstiel	11218	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	This bill is important because it equips students with essential lifesaving skills that can benefit both themselves and their communities
Lori	Suschin	10016	New York City parent who supports school admissions transparency and equity	

Ted	McGurn	11222	Swimming is one of life's best assets. We live on an island. Swimming is the best exercise.	
Andrea	Abramowitz	11218	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	It would provide students opportunities to get credit while also providing an important service to all of nyc residents
Mitza	Zobenica	11211	New York City parent who supports school admissions transparency and equity	Lifeguards develop valuable skills and relationships, and our city needs them. I have a child who I encourage to become a lifeguard and this program could be decisive in making that idea a reality.
Conrad	Lezcano	10463	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	I think this bill would be a great incentive for our youth to learn something so important as 1st aid, strong swimming skills while exercising. Especially now a days when kids are always on electrical devices. And to give them college credits would be a great head start.
Kery	Rodriguez	11217	New York City parent who supports school admissions transparency and equity	It will help with the lifeguard shortages in the city.
Jennifer	Mckenna	10035	New York City parent who supports school admissions transparency and equity	It allows students to earn a skill that is literally lifesaving and can potentially help other students as well by reducing the serious issue with lifeguard shortages across nyc and nys
Kristin	Lodoen	10128	New York City parent who supports school admissions transparency and equity	These valuable lifeguard skills should be encouraged and given as much credit as any other physical activity in that is accepted as PE credit. PE options for high school students need to be less rigid with more options such as dance, yoga and also lifeguard certification.
Jennifer	Ata	11206	New York City parent who supports school admissions transparency and equity	
Evelyn	Polesny	10014	I am both number one and number two.	This is such an obviously perfect solution to so many problems! Kids need structure and direction and job skills and a feeling of belonging. And our city needs lifeguards!
Kelley	Grant	10028	New York City parent who supports school admissions transparency and equity	
Makiko	Katoh	10010	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	it provides incentive to those with an interest in becoming a life guard while also freeing up a gym period to finish homework during the day.
Janirie	Morel	10009	New York City parent who supports school admissions transparency and equity	
Kira	Bordelon	11220	NYC high school teacher	
Jordan	H.	90301	Student advocate who believes in this bill's importance	Redirecting the relationship of our youth with water will open up more career paths, experinces and less trauma surrounding water
Matthew	Weinshenker	11225	New York City parent who supports school admissions transparency and equity	Increasing the number of qualified young lifeguards provides students with invaluable employment opportunities and benefits all New Yorkers who use our pools and beaches.
Cristina	Cuellar-Lezcano	10463	New York City parent who supports school admissions transparency and equity	This bill is important because it equips students with essential lifesaving skills that can benefit both themselves and their communities.
Michele	Maxwell	10002	New York City parent who supports school admissions transparency and equity	This bill is important because it equips students with essential lifesaving skills that can benefit both themselves and their communities
Brigitte	Todd	11106	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Jennifer	Nathan	11218	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Eudys	Polanco	10468	Swim coach	When I was in high school swimming was a mandatory class.
Stephanie	Torres	11692	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	To better our communities
Elijah	Mckethen	10002	New York City parent who supports school admissions transparency and equity	
Marissa	Owens	11692	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Adrian	Reece	11210	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Khalilah	Hughes	11221	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	This skill can fill in the gaps of qualified individuals to lifeguards. Allowing students to actually preform real world life skills and be credited is extremely beneficial for the community. Keeping everyone safe in the water and keeping students busy working towards something meaningful.
Jermain	Hamilton	11422	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
John	Mihalopoulos	34689	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	

Lorayne	Mcenery	10002	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	NYC is in desperate need for qualified lifeguards for their city pools and beaches. As a former NYC Rockaway Beach lifeguard, I am passionate about getting qualified lifeguards to these pools and beaches for a safer community.
Yamilex	Melendez	11096	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	It's lifesaving skills that is needed.
Yami	Moreno	11691	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	It prepares students for real life events. I wish I had this back in my day.
William	Lee	10029	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	This bill will teach students how to save themselves or others in any water situations
Lev	Fruchter	11238	public school teacher who knows this is a rational, do-able, positive thing	This bill is important because it creates authentic socially-driven physical education.
Lat	Brozoski	11413	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Children that have it in their hearts to help others in life and death situations deserve to be recognized and rewarded.
Julissa	C.	07109	Student advocate who believes in this bill's importance	
Elizabeth	Wilson	10463	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	I have experienced the lifeguard shortage in having trouble finding lifeguards for the pool at Hostos Community College. As the pool is not open as much as we would like, we have not been able to provide free swim for students, staff, and faculty. My programs provide swim classes for high school students at Hostos through College Now and Early College - without lifeguards, it is hard to run these classes. We have tried to recruit students to get certified, but it is hard to convince students it is worth it. However, I have seen alum who get certified then get jobs at lifeguards for many future years - it is a great career pipeline.
Paul	Godette	11691	Surfer who wants young people to learn water safety!	I think this bill is important for New Yorkers and especially young people because it is important to have water safe education especially when New York City is surrounded by water. I've lived in Rockaway Beach, my whole life, and every summer there are drownings at the beach. All of the drownings are preventable. And usually it is due to a lack of lifesaving Water safety education.
Farmata	Dia	11692	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	This would create accessibility and opportunity to many students who typically wouldn't be able to. They would be able to better support their communities and learn/share the skills picked up from lifeguarding. The shirt in conversations on whether college spots players is a great example of the benefit this change would have. As a black female surfer I know the impact of the water myself and hope to see this bill passed!
Aydon	Gabourel	11691	New York City parent who supports school admissions transparency and equity	
Lena	Roca	10003	All of the above and so much more! As a student who literally dropped out because there were not programs like this only to go back and earn my HS diploma from City-As-School because it's a school based in the clear idea that some kids learn better through internships, I think this is an incredibly important option! Additionally, creating more equity in access to nature and all its beauty is paramount to redeeming our culture after the evils of segregation and oppression that separated some populations from nature.	This bill is essential because everyone who lives in NYC is a coastal resident and deserves to feel safe in the water.
Khalil	Weekes	11550	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Auzzsa	Eaton	11238	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	This encourages youth to engage with their local community outside of school.
Yokeli	Serrano	10075	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Tiara	Clarke	11692	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Yes
Lindsay	Strachan	10469	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Ethel	Richards	11203	New York City parent who supports school admissions transparency and equity	Students should have every opportunity to learn and improve the quality of their life.
Doris	Aisa Zuniga	12428	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Gina	Jurlando	11693	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	This bill is important because it equips students with essential lifesaving skills that can benefit both themselves and their communities.

Jenelle	Blackman	11207	New York City parent who supports school admissions transparency and equity	
Sadhana	Binda	11691	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Lisa	Walters	11216	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Lois	S.	11436	Student advocate who believes in this bill's importance	
Ming	Chan	11217	New York City parent who supports school admissions transparency and equity	This bill is important because it equips students with essential lifesaving skills that can benefit both themselves and their communities.
Louise	Thomas	11236	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Carmel	Cartagena	10009	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Ryan	Deenah	11691	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Capri	Djatiasmoro	11218	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Lifeguard Certification is critical and should be credited
Saray	Escoto	11210	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	This bill is crucial as it is an opportunity for professional development, it fosters a healthy lifestyle and provides choices to our youth.
Triston	Ellis	11216	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Robyn	Morales	10013	New York City parent who supports school admissions transparency and equity	Win win, teach a skill & gain more needed lifeguards
Phedra	Medina	07666	Nyc Teacher	
Derrick	Townsend	11368	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	There is a shortage of lifeguards
Leah	Rodriguez	11216	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Monica	Humphrey	11413	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Landon	Becker-Parton	11231	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Elaine	Keating-Brown	10036	New York City parent who supports school admissions transparency and equity	Life saving skills is super important and should be encouraged
Shea	Somma	93401	Person who believes this kind of access to education is extremely important for human beings	
Avery	Beauford	11223	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Jack	Ostler	11331	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	The example provided is basically exactly how I feel!
Saira	Patel	11101	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Melissa	Mcallister	11693	District 27 parent and CEC member	This bill is important because it will empower our youth to not only save lives on or beaches and in our pools, but to foster and spread water literacy deeper into our communities.
Kiana	Elizabeth	10469	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	This bill is important because it equips students with essential lifesaving skills that can benefit both themselves and their communities.
Lesia	Fishman	10302	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Darcy	Dyer	11209	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	Skills and knowledge acquired in lifeguard training are important and can lead to job opportunities
Marla	Brunker	11235	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	The ability to swim well—particularly at a lifeguarding level—provides students with a pleasurable and wholesome form of exercise that will serve them for the rest of their lives. No joke, if you teach these kids to swim and lifeguard, some of them will still be swimming at the end of this century, as healthy old people.

Steven	Litwin	11218	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	It is vital for our youth to learn how to swim and to be safe in our city, which is surrounded by water. This bill is so important because it will equip students with essential lifesaving skills that can benefit both themselves and others in our city. It will encourage students to become proficient in swimming and it will encourage a healthy lifestyle.
Steve	Beltzer	11368	MEMBER: Miramar Yacht Club @ Sheepshead Bay, Coney Island Polar Bear Club, Coney Island Brighton Beach Open Water Swimmers, Sebago Canoe Club, Canarsie	We are desperately short on lifeguards. There are unnecessary deaths every year. It is a tragedy. We have some of the best beaches in the world and we can't allow them to be neglected and fall into disrepair. We have many in this City who are unable to swim and can not take advantage of water sports. Swimming and water awareness should be widespread among New Yorkers. Let's make it so.
John	Daprato	11218	I am an ex City Lifeguard	I know first-hand what lifeguards can do. I worked for the City at The Coney Island Pier Chair through the 90's. I have seen the horror in the faces of of people who thought they were about to go under up close. Some of those scenes are still etched in my memory and will be there until the day I die. It warms my heart to have made a difference. I was proud to work with other dedicated beach lifeguards who showed up to save lives day after day and year after year. I support this bill wholeheartedly....
Sharon	Gunderson	10030	open water swimmer	This Bill would enable students to not only get very high level physical conditioning, but also serve their communities AND have a marketable skill!!
Stuart	Kingham	11215	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	We are short on life saving skills as a community and this is a great possible solution
Deidra	Arce	10470	New York City parent who supports school admissions transparency and equity	
Stephanie	Lugo	10603	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Alliosin	Times	11432	New York City parent who supports school admissions transparency and equity	
Angel	R.	10460	Student advocate who believes in this bill's importance	This bill is important because it promotes water safety, reduces the risk of drowning, and provides young New Yorkers with valuable skills that can enhance their employability, ultimately benefiting the entire community.
Jessica	Hamlin	11217	New York City parent who supports school admissions transparency and equity	It allows students to connect physical education to real skills and job opportunities.
Patricia	Brown	11238	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	It probably encourage more students to want to learn how to swim. It will provide them with a skill that will save lives and help them earn money in the future.
Derisha	Driver	10032	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	learning how to swim and becoming lifeguard certified is life-changing. It is important that as many people as possible learn to swim because it can prevent so many unnecessary deaths.
Raquel	Hemsani	11205	New York City parent who supports school admissions transparency and equity	This bill is important because it equipts students with essential lifesaving skills that can benefit both themselves and their communities.
Mary	Carson	11221	New York City parent who supports school admissions transparency and equity	Most regular PE time is not very constructive or purposeful or even that fitness oriented
Christine	Findlay	11232	New York City parent who supports school admissions transparency and equity	Help youth improve their swim skills and find good, local employment.
Jinelle	Thompson	10039	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	
Jeary	Payne	11213	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	It allows the city's young people an opportunity to only gain credit but to explore an often neglected or overlooked physical and creative outlet. I think this is especially true for young people who are Black and Brown.
Tazaria	Cacho	32221	I am a Swim and water safety advocate that supports empowering our youth.	
Abby	Jordan	11235	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	We need to encourage our young students to learn a real life skill, swimming will benefit them for life and also help with the endemic of drowning deaths we have seen in New York City.
Luke	Szabados	10467	New Yorker who cares about uplifting our cities youth and ensuring they have opportunities	My first job was a lifeguard and it taught me so much. I think we need to reduce the barriers to aquatics education and support young people with good meaningful jobs
Deserie	Serrano	10029	New York City parent who supports school admissions transparency and equity	
Sabina	Hahn	10009	New York City parent who supports school admissions transparency and equity	More kids with useful life skills

**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: Despina Zaharakis

Address: \_\_\_\_\_ Brooklyn, NY

I represent: NYCPS

Address: \_\_\_\_\_

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. \_\_\_\_\_

in favor  in opposition

Date: \_\_\_\_\_

(PLEASE PRINT)

Name: Sarah Cocuzzo

Address: \_\_\_\_\_ Brooklyn, NY

I represent: NYC Public Schools

Address: \_\_\_\_\_

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. \_\_\_\_\_

in favor  in opposition

Date: \_\_\_\_\_

(PLEASE PRINT)

Name: Melissa Gisco

Address: Director of Innovation and Special Projects

I represent: NYCPS

Address: \_\_\_\_\_

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

**THE COUNCIL  
THE CITY OF NEW YORK**

Add time  
for translation

Appearance Card

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

Date: \_\_\_\_\_

(PLEASE PRINT)

Name: Welinton Balbuena

Address: \_\_\_\_\_

I represent: The Brotherhood Sister Sol

Address: 512 W 143rd St

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. 0094-24  
 in favor  in opposition

Date: \_\_\_\_\_

(PLEASE PRINT)

Name: Yi Lin Zhou

Address: \_\_\_\_\_ 11355

I represent: \_\_\_\_\_

Address: \_\_\_\_\_

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. 0094-2024  
 in favor  in opposition

Date: \_\_\_\_\_

(PLEASE PRINT)

Name: Jasmina Salimova

Address: \_\_\_\_\_ Staten Island NY  
10312

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. 94-A

in favor  in opposition

Date: 12/04/2024

(PLEASE PRINT)

Name: Eric Ramirez Naranjo

Address: \_\_\_\_\_

I represent: GMHC

Address: \_\_\_\_\_

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 1057 Res. No. 94A

in favor  in opposition

Date: \_\_\_\_\_

(PLEASE PRINT)

Name: Elizabeth Zimmerman

Address: \_\_\_\_\_ Bedford NY

I represent: National Council of Jewish Women NY

Address: 241 West 72 st NY NY

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 1057 Res. No. \_\_\_\_\_

in favor  in opposition

Date: 12/0/27

(PLEASE PRINT)

Name: Natalie Viderman

Address: \_\_\_\_\_ East Hills NY 11510

I represent: Youth Journalism Coalition

Address: \_\_\_\_\_



**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 1057 Res. No. \_\_\_\_\_

in favor  in opposition

Date: 12/4/24

(PLEASE PRINT)

Name: Liza Greenberg

Address: [redacted] W 72nd St

I represent: Youth Journalism Coalition

Address: \_\_\_\_\_

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 1057 Res. No. 7

in favor  in opposition

Date: 12/4/24

(PLEASE PRINT)

Name: Katelyn Seelaran

Address: [redacted] W 87th St

I represent: Youth Journalism Coalition

Address: 25 Broadway

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. 0094

in favor  in opposition

Date: 12/2/24

(PLEASE PRINT)

Name: Samantha Skaller

Address: 11 Park Place

I represent: NYC Alliance Against Sexual Assault

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. 0094

in favor  in opposition

Date: \_\_\_\_\_

(PLEASE PRINT)

Name: Mimi Shelton

Address: [Redacted] Brooklyn NY 11222

I represent: Transformative Schools

Address: w/ Girls for Gender Equity

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 1057 Res. No. \_\_\_\_\_

in favor  in opposition

Date: 12/4/24

(PLEASE PRINT)

Name: CJ Sanchez

Address: [Redacted]

I represent: Youth Journalism Coalition

Address: 25 Broadway

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. 0094

in favor  in opposition

Date: 12/4/24

(PLEASE PRINT)

Name: Molly Senack

Address: 1010 Ave of the Americas

I represent: Center for Independence of the Budget, NY

Address: \_\_\_\_\_

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. 0094-24

in favor  in opposition

Date: \_\_\_\_\_

(PLEASE PRINT)

Name: Quadina Coles

Address: \_\_\_\_\_ Brooklyn

I represent: Girls for Gender Equity

Address: \_\_\_\_\_

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. 94

in favor  in opposition

Date: 12-4-24

(PLEASE PRINT)

Name: Mari Moss

Address: \_\_\_\_\_ Frederick Douglas Blvd.

I represent: Mothers in Harlem / We Love Harlem Int.

Address: \_\_\_\_\_

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. 0094-2024

in favor  in opposition

Date: \_\_\_\_\_

(PLEASE PRINT)

Name: Amalia Sanchez

Address: \_\_\_\_\_ Brooklyn, NY 11226

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. 94

in favor  in opposition

Date: \_\_\_\_\_

(PLEASE PRINT)

Name: Elise Renua

Address: \_\_\_\_\_ Brooklyn NY

I represent: Planned Parenthood of greater NY

Address: 26 Bleecker Street

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. 94

in favor  in opposition

Date: 12/4/24

(PLEASE PRINT)

Name: Olivia Blaise

Address: \_\_\_\_\_

I represent: Transformative Schools

Address: \_\_\_\_\_

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. \_\_\_\_\_

in favor  in opposition

Date: 12/4/24

(PLEASE PRINT)

Name: AURIE ATHAN

Address: 525 W. 120<sup>th</sup> St.

I represent: Teachers College / myself

Address: same

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. 00942004

in favor  in opposition

Date: \_\_\_\_\_

(PLEASE PRINT)

Name: Kimberly Black

Address: \_\_\_\_\_ Brooklyn, NY

I represent: Girls' for Gender Equity

Address: \_\_\_\_\_

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. \_\_\_\_\_

in favor  in opposition

Date: \_\_\_\_\_

(PLEASE PRINT)

Name: \_\_\_\_\_

Address: \_\_\_\_\_ E 174th Street

I represent: 75c Council

Address: \_\_\_\_\_

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 1057 Res. No. \_\_\_\_\_

in favor  in opposition

Date: \_\_\_\_\_

(PLEASE PRINT)

Name: Isabella Mason

Address: \_\_\_\_\_

I represent: Michael High School

Address: 2239 Bedford Avenue

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: Evee Atkins-Griffin

Address: \_\_\_\_\_

I represent: The Brotherhood Sister Sol

Address: \_\_\_\_\_

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

**THE COUNCIL  
THE CITY OF NEW YORK**

*Appearance Card*

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. \_\_\_\_\_

in favor     in opposition

Date: \_\_\_\_\_

**(PLEASE PRINT)**

Name: Nasirah Fair

Address: \_\_\_\_\_

I represent: The Brotherhood Sister Sol

Address: \_\_\_\_\_

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