Four County School Boards Association

2019 Federal Positions

As advocates for the 39,000 students in the Finger Lakes region of New York State, the members of the Four County School Boards Association set forth the following recommended legislative actions:

♦ Denotes items with no direct Federal fiscal impact

Student Issues

Every Child Succeeds Act (ESSA/ESEA)

- ♦ Advocate for implementation to follow the intent of the law
- ♦ Eliminate the 95 % test participation rate as a trigger for withholding funding

Early Childhood

- ♦ Support voluntary, locally-determined early childhood education programs with a separate, dedicated funding stream

Child Nutrition

- ♦ Provide local districts with the flexibility to operate school lunch programs in a way that meets local needs
- ♦ Involve school board members in any process to amend school lunch and breakfast program nutrition standards
- ◊ Fully fund all requirements under the Healthy, Hunger-free Kids Act (HHKA)
- ♦ Restore "offered" vs "served"

Unaccompanied Minors

- ◊ Provide on-going resources for districts experiencing influx In the enrollment of unaccompanied minors
- ♦ Ensure the performance of newly arrived unaccompanied minors on state assessments does not negatively impact overall district performance

Reaffirm the Role of Local School Boards

- ♦ Ensure the Executive branch does not exceed its authority
- ♦ Recognize the local education agency as the principal democratic governance body in determining how children are educated
- ♦ Restore maximum flexibility to local school boards, freeing them from unnecessary mandates

Funding Issue Corrections by Legislation

School Choice Vouchers and Tuition Tax Credits

- ♦ Oppose diverting public funds to non-public schools and the charter industry
- ♦ Support existing, evidence based public school choice options
- ♦ Hold all schools receiving public funds to the same financial and academic accountability standards

Fulfill the Promise with Sufficient, Sustained Funding

- ◊ Increase federal investments in Title 1, IDEA , ESSA and related education programs
- ◊ Ensure federal funding flows directly to local school districts rather than through state education departments
- ◊ Oppose funding through competitive grants
- ◊ Prevent another round of across-the-board cuts (sequestration)
- ◊ Retain current funding thru Impact Aid and hold districts harmless from revenue lost through taxes not paid by Sovereign Indian Nations

School Based Medicaid & Healthcare Reform

- ◊ Continue payment of the federal portion for medical services provided to public school students
- ◊ Reject proposals to convert Medicaid to a per-capita grant program
- ◊ Changes to healthcare should include amendments to the Cadillac Tax

Federal Income Tax Reform SALT

- ◊ Retain the state and local tax deduction option

F-1 Visas

- ♦ Allow international, tuition paying students with F-1 visas to complete four years of public high school, which is currently allowed for private schools

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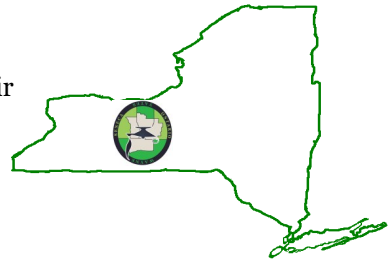
Robert Groom - Legislative Committee Co-Chair

Tom Nespeca - Executive Director

Beth Thomas - President



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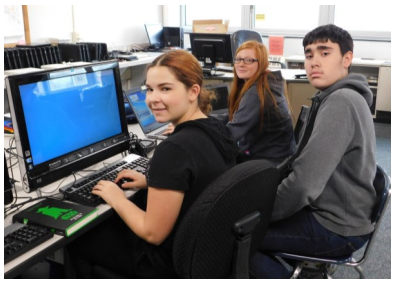
Our Children Are Our Future **Education is the Key**

Four County School Boards Association

THE EDUCATION OF OUR CHILDREN IS THE KEY TO OUR NATION'S FUTURE

School boards in the Four County region of New York State (Ontario, Seneca, Wayne and Yates Counties) are committed to providing high quality education for all students. The success of this effort is dependent upon a strong, supportive partnership between local communities and the state and federal governments. Most funding for education comes, appropriately, from state and local sources. The federal government's role has historically been to supplement these resources with funding targeted toward specific needs, particularly those that provide equal opportunity and access, and are important resources in support of public education.



An educated citizenry is essential if we are to retain our position as a global leader. To prosper, we must provide the opportunity for all children to learn and be prepared to make meaningful contributions to our nation's success. Reliable and sustained financial support for our public schools, where the majority of our nation's children are educated, is critical. Our schools continue to experience dramatic increases in the cost of health insurance premiums, pension contributions, and services for children with disabilities. We must provide intervention services for "at-risk" students and expanded opportunities for higher achievers. Meeting unfunded or underfunded mandates places an additional demand on local district resources and a burden on local taxpayers. Our New York State districts have the added constraint of budgeting within the tax cap imposed by the Governor and the Legislature. All of these factors have a greater impact on the low-wealth/high-need school districts that make up the Four County area.

We must continue to invest in our future by providing quality public education. Congress must focus on a long-term solution to funding education in America and oppose any policies that would weaken our public schools. This will help insure our students' success in the global marketplace and also help strengthen America's economy. Necessary funding must accompany all federal mandates. Past promises must be kept!

Support Public Education **Support Academic Achievement** **Support Our Children**

The Four County School Boards Association is comprised of *mostly rural, low wealth, high need school districts which are* located within the New York State Counties of Ontario, Seneca, Wayne, and Yates. Situated in the Finger Lakes, the area educates 39,000 students (NYSED) and represents 262,302 community members (2010 U.S. Census).

The organization strives "to strengthen the leadership skills and advocacy efforts of its members by setting high standards in the areas of board development, legislative activity and opportunities to come together to share concerns and successes." The Association represents its member school boards to legislative and regulatory bodies at the local, state, and national levels.

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2019 State Positions

Equity of Opportunity and Access

Prevent School District Insolvency

- Reform the Foundation Aid Formula to provide funding based on adequacy, equity, flexibility, predictability and clarity
- Reform the Tax Cap
- Retain funding for expense driven aids (BOCES, Transportation)
- Hold school districts harmless from lost revenue through non-payment of taxes by sovereign Indian Nations or tax certiorari cases
- Pay districts the over $300 million owed for prior-year aid claims

Funding and Use of Resources

- Provide support for efforts to enhance school safety that includes mental health resources
- Oppose diverting school aid to competitive grants
- Permit the creation of additional reserve funds especially for TRS obligations, Special Education, OPEB (Other Post-Employment Benefits), EBLAR (Employee Benefit Accrued Liability Reserves), energy costs and tax stabilization
- Oppose tuition tax credits for private and parochial schools
- Allow capital purchasing under a contingent budget when it is more cost effective than repair
- Oppose passing to school districts costs born by other municipalities
- Fund charter schools through a state mechanism and require the same standards for educational and fiscal stewardship as other public schools
- Provide a stable and reliable funding formula for Pre-K programs, that include the same formula for transportation for four-year olds as is available for K-12 students
- Raise the allowable limit for the unreserved fund balance

Governance / Flexibility and Efficiency

- Ensure community ownership of public school through locally elected school boards
- Expand allowable areas for shared services and educational programs through BOCES and between districts
- Provide sufficient funding to allow for appropriate staffing of the State Educational Department
- Support functional consolidation and technological cooperation between and among districts
- Expand the ability for unaided participation in shared services by other levels of government
- Retain elected school boards' authority to determine superintendent compensation
- Restore BOCES Boards' authority to negotiate compensation for the district superintendent to ensure quality leadership and competitive hiring
- Support a single public vote for school district merger consolidations

Four County School Boards Association

The New York State constitution guarantees a "sound, basic education" for every child, thus ensuring a system of strong public schools. A school aid program was created to further ensure that, regardless of a community's wealth, every child would have access to this "sound basic education".

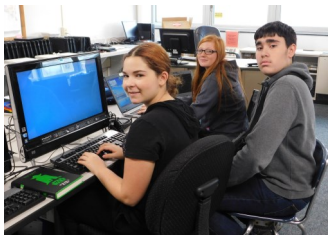
Our Four County School Board members accept responsibility for providing access to high quality "sound basic" education for all of their students. This responsibility is, however, shared with others---the state and federal governments, and the New York State Board of Regents. Our students success is dependent upon a strong, supportive partnership that is built on trust and cooperation between and among these partners.

Despite a high average for per pupil spending, New York continues to have the second worst distribution method of education in the country. The formula is inequitable and does not account for the dramatic increases our region is experiencing in poverty, student mental health concerns and English Language Learners.

This inadequacy and lack of equity in funding (for the state's constitutional responsibility) is left for the local community to absorb. That local source of funding is additionally controlled by the state through the cap on the local tax levy. The impact of this restriction in resources falls more heavily upon small and rural schools (a source of strength and vitality for their communities), their students, and the communities they serve.

Reduced curricular opportunity and lack of funds for necessary staff development are casualties of this lack of resources. Poor and rural communities are left struggling to generate enough local revenue to cover the costs of an education that allows their students to be competitive in a global society.

We need your help to eliminate this educational inequity and to prevent educational insolvency. The state must provide adequate state funding, refrain from creating state initiated education policy requirements, and trust local leadership to make the right decisions to provide an educational program that graduates students who are college and career ready!



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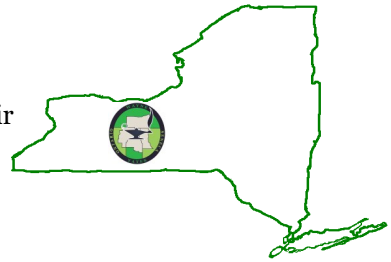

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Foundation Aid

Four County School Boards Association calls on the state to establish and follow a plan to fully fund the Foundation Aid formula, update components of the formula and continue to work with all stakeholders to create an aid mechanism that is equitable, flexible and predictable.

Establish a plan to fully phase-in the $4.2 billion owed in Foundation Aid.

Review and update the components of the formula that relate to poverty, disabilities, English language learners, enrollment growth, and regional costs.

Conduct a new study to determine the cost of providing each student with an education that prepares them for the future based on current costs, regulations and expectations.

Four County SBA asks the state to improve the data collection for measuring student poverty. Four County would like the state to fully replace the 2000 census poverty data with the "Small Area Income and Poverty Estimate" (SAIPE) in the formula. We would also like the state to use "direct certification" student counts as a replacement to the traditional Free and Reduce Price Lunch (FRPL) in state aid formulas. FRPL undercounts the children in our districts whether designated average need or high need.

The Income Wealth Index (IWI) is used in the formula to compare a district's income wealth to a statewide average. But the state has set a floor of 0.65 (thirty-five percent below state average wealth), regardless of a district's actual income wealth. This is one part of the formula that works against many Four County School Districts with less than average community wealth. Eliminating the floor would allow the formula to more accurately recognize a district's need.

Tax Cap

Four County SBA member districts strive to balance restraint in property tax growth with our mission to deliver the programs and services our students need to be successful and competitive in the 21st century. Without an increase in State and Federal Aid that keeps pace with the growing costs associated with employees, health insurance, the retirement system, and the rapidly increasing student and community needs, the difference must be made up by local revenue, which is generated through property taxes. Please consider the following adjustments to the State Tax Cap on local revenue:

- Counting BOCES capital costs in the tax cap's capital exclusion
- Including properties under PILOT agreements in the tax base growth factor
- Making the allowable growth factor a minimum of 2 percent
- Eliminate negative tax caps
- Reforming the tax cap override process by eliminating the need for a super majority
- Accounting for enrollment growth in the calculation.

Mental Health

While meeting the educational needs of our communities remains the primary mission of our school districts, we are struggling with the growing needs of our students and communities. Our students are arriving at school with physical and mental health needs that are not being met outside the school. Our districts are well aware that a student who is hungry, scared, and dealing with physical and emotional pain and trauma is a student who will struggle to learn.

The mental health crisis is real for the Four County Region. This year our districts have faced student deaths from drug overdose, suicide and homicide. With already limited resources, we have relied upon neighboring districts for professional and personal support.

In response to this crisis, an increasing number of districts want to provide additional services, especially health and mental health services, for their students. However, not all districts have been able to find these resources locally. To ensure that our students have the services they need, several changes could be adopted. Four County SBA would like school health facility spaces to be made a building aid eligible expense. Currently, when determining what portion of a school construction project will be eligible for aid, non-instructional space is generally excluded from the aidable cost. By aiding spaces within school facilities that provide these students with health services in the same way as traditional classroom space, our school districts would be better able to meet our students' needs.

Four County SBA asks the state to support the creation of an expense-based aid for school-based student health services. As our needs continue to grow, the Four County School Districts are developing programs specific to meet their challenges. But when we create these programs, we must do so with funds that we have to shift from instructional programming and other services. State support can help leverage our local resources and assist our districts in addressing the needs of our students while maintaining our academic offerings and extra-curricular programming. We support NYSSBA's call for a new expense-based aid that would reimburse districts for a percentage of the dollars spent on approved services, including but not limited to primary and preventive medical care, nutrition, counseling, and other mental health services.

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POSITION PAPER

BOARD OF REGENTS AND REGULATORY POSITION STATEMENTS

INTRODUCTION

New York State public schools have been engaged in a challenging journey to raise academic achievement for all students.

- Responsibility for governance and policy in this effort is shared by:
  - The State and Federal Governments
  - The Board of Regents
  - The Local Board of Education
- Student success requires a relationship of trust and cooperation between and among these partners

Members of the Four County School Boards Association believe the Board of Regents role is to:

- Establish and hold local school boards accountable for meaningful, challenging, and attainable standards for student progress
- Determine how that achievement will be fairly assessed
- Trust local school district leadership to identify the best methods for meeting or exceeding these standards
- Intervene only when local school district leadership falls short

Primary responsibility for educating New York's children is vested in local school board members who are:

- Elected by their communities as stewards for the education of their children
- Vested with authority only as a corporate body
- Required to conduct their business in public
- Responsible for
  - Exercising the necessary oversight to ensure that each and every child entrusted to their care has the opportunity to reach, and even exceed, the standards
  - Establishing policy
  - Protecting district assets

School Board Members face many challenges in determining how best to meet the varying needs of their students and improve achievement for all:

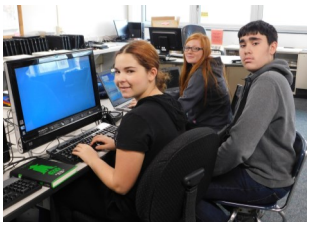
- Increasing costs (ERS, TRS, ESSA, Special Education, Common Core)
- Declining resources (state aid freezes/cuts)
- Tax Cap
- Staffing and labor issues
- Numerous state and federal mandates that limit their local authority and choice
- Changing student, family and community demographics

This is a formidable responsibility, undertaken with great care and deliberation by the members of the Four County School Boards Association. In that spirit, to support the partnership and the understanding of shared concerns, we respectfully offer the following recommendations to the NYS Board of Regents:

EDUCATION P - 16

While Four County members accept their responsibility for the education of students from pre-kindergarten through high school graduation, we are also concerned with the transitions into pre-kindergarten and on to post-secondary endeavors. For us to be successful, we urge the Regents to:

- Ensure that all students are college and career ready, by adopting a systemic P-16 approach to education reform that includes implementation of the Common Core and NYSED Standards
- Support implementation of the Common Core by
  - o Building universal understanding
  - o Advocating for funding to support the necessary staff development o Continued review and refinement of the State's approach to testing
- Establish a state-wide system of student assessment that: o Supports high quality teaching and learning
  - o Provides consistently reliable, valid and developmentally appropriate assessments with timely, accurate results that generate useful diagnostic information for teachers
  - o Offers a variety of methods for measuring student achievement
  - o Allows for flexibility in testing that includes provision for component retesting and "testing-on-demand" to accommodate students who show readiness at different times
  - o Includes the ability to monitor each student's individual annual achievement, isolate the primary reasons for progress or lack of progress, and predict an expected level of growth. This would provide a truer measure of progress than measuring group proficiency or cohort-to cohort comparisons
  - o Is reasonable in number, time requirement, and not duplicative
  - o Takes into account technology requirements to fully support on-line testing in every school
  - o Provides appropriate test modifications for special education students
- Advocate for state funding for the full cost of writing and scoring State required exams
- Eliminate mandatory "stand-alone" field testing
- Facilitate the development of public school virtual courses and support the use of blended and digital learning to expand opportunities for children across the state
- Preserve and expand academic opportunities by:
  - o Allowing students to take college courses for high school credit
  - o Expanding opportunities for a combined Regents' Diploma and Associates Degree
- Allow districts the ability to use demonstrated competence vs. seat-time for course credit and/or graduation requirements
- Support early childhood education programs with:
  - o A comprehensive, developmental (not age driven) approach that preserves access to kindergarten while increasing opportunity for Pre-K.
  - o Advocacy for consolidated, full funding for Universal Pre-K
- Provide regulatory relief for school districts experiencing an influx of unaccompanied minors or other unexpected increases in enrollment



STATE AID

The New York State Constitution guarantees every child in the State the opportunity for a "sound basic education". Financial aid from the state is intended to assure that this is true for every child, no matter the wealth of a community. The Foundation Aid Formula, patterned after previous Regents' proposals, moved toward a fairer and more equitable distribution of state aid funds. Legislative "tinkering" removed that fairness and penalizes poorer, more state-aid-dependent districts, putting them in greater jeopardy of educational insolvency. The impact of this inequity has been recognized as a moral di- lemma. Available funds must be distributed equitably. We urge the Regents to continue to support and advocate for a more equitable distribution of aid including:

- A formula that is equitable, sufficient, timely and accounts for both poverty and fiscal capacity
- Funding for all state generated mandates that drain resources and do not recognize differing student needs across the state.

STRENGTHENING THE PARTNERSHIP

Thank you to the Commissioner and the Board of Regents for their recognition of the need to work together with local Boards of Education to develop a shared understanding of state standards and local challenges in the effort to improve the quality of education in New York State. The Commissioner's Round-Table and the Commissioner's availability to meet with school board groups around the state has increased communication between and among the partners. To further enhance shared understanding we urge the Regents to:

- Continue working with school board members and educational professionals as valued partners in the decision making process
- Continue to improve the communication process for timely and meaningful input from your partners prior to making policy decisions that impact local school districts.
- Participate in regular, planned meetings between members of the Board of Regents and representatives from the state and local school boards associations
- Support and encourage the creation of a Commissioner's Advisory Council of School Board Members that includes representation from the Board of Regents. To provide continuity, the Council's composition should be similar to that for superintendents and NYSUT, with annually appointed representatives from all state and regional school board organizations either in place of or in addition to the current Round-Table format with the continually changing group of school board members
- Continue to provide open forums, with widely publicized, timely notification, that seek all viewpoints when key issues are being considered
- Re-establish the Chancellor's Advisory Council of School Board Members with similar composition to the Commissioner's Advisory Council and the inclusion of the Vice Chancellor

CONSISTENT AND ACCURATE COMMUNICATION

Reliable information from the State Education Department provides critical guidance to school districts in their efforts to comply with regulation and to seek direction. We applaud Commissioner Elia and Chancellor Rosa for their travels around the state to meet with any and all stakeholder groups in the effort to communicate information to all in the field. This has not always occurred. To continue those efforts, we ask the Regents to:

- Maintain a protocol for clear, concise and timely two-way communication between SED and local school boards
- Ensure that all SED offices and staff are providing clear and consistent information and guidance in a timely manner
- Ensure that information on the State Education Department website is easy to navigate

Four County School Boards Association

CHARTER SCHOOLS

When originally authorized in New York State in 1998, charter schools were believed by some to be an opportunity to improve student learning by providing alternatives for students at risk in "other" public schools. While there have been successes and failures among charter schools, that data, if collected, has never been analyzed or publicized and yet they continue to drain resources from local districts. We ask the Regents to:

- Advocate for a comprehensive, independent, data driven analysis of existing charter schools' educational and financial performance before renewing those charters and publish the findings, thereby allowing all public schools to replicate the successes and avoid the failures
- Advocate for reform of the funding mechanism to one that is separate from other public schools
- Authorize a review of Charter School Regulations for the purpose of determining which regulations will provide flexibility and can be applied to other k-12 school districts and then approve them for implementation
- Allow all public schools the same freedom from onerous mandates and reporting requirements where appropriate
- Consider the fiscal and programmatic impact on other public schools and the community when authorizing a charter
- Hold charter schools accountable to the same academic outcomes and fiscal stewardship requirements as other public schools and support efforts to ensure fiscal oversight by state entities

TEACHING AS A PROFESSION

Student success is directly related to the quality of the teacher in the classroom. A well-trained faculty is essential. To ensure that every student has the advantage of consistently high quality teachers, we urge the Regents to:

- Improve the Part 83 Process
- Allow an alternative path to certification and provide for local flexibility and creative staffing solutions
- Advocate for incentives to increase the number of teachers in math, science, and technology and other areas experiencing a shortage of candidates
- Transform teacher and administrator preparation programs:
- Establish a common sense approach to the Annual Professional Performance Review (APPR)
- Promote the "NYS Code of Ethics for Educators" presented to the Board of Regents and accepted for dissemination in July of 2002

PARTNERS IN ADVOCACY

As partners in the effort to educate all of the State's public school students to college and career readiness, we urge the Regents to join us in advocating for:

- A funding formula that is adequate, equitable, flexible, predictable and clear
- Funding for costs associated with all state mandates
- An end to legislative generated education policy requirements
- Restoration of the BOCES board's authority to negotiate the District Superintendent's Salary

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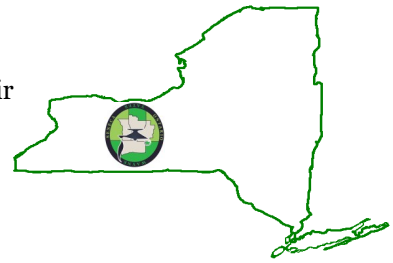

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From: Johnson, Robin
To: Wyatt, Sue; Iverson, Marla
Subject: FW: Impact of upcoming legislation on our school district
Date: Tuesday, November 12, 2019 7:41:17 AM

More information on the immunization issues.
Thank you

From: Howard Dennis [mailto:hdennis@pycsd.org]
Sent: Tuesday, November 12, 2019 7:27 AM
To: Alicen Yonts <alicen@yatescc.org>; David Willson <dwillson1850@gmail.com>; Emily Dinehart <Edinehart12@elmira.edu>; Howard Dennis <hdennis@pycsd.org>; Kathy Guenther <kathyguenther1@gmail.com>; Leslie Elliott <smartnutrition.leslie@gmail.com>; Morehouse, Jeff <jmorehouse134@gmail.com>; Phyllis Record <bussboss87@yahoo.com>; Renee Bloom <reneebloom3411@gmail.com>; Renee Bloom <reneebloom@keukahousingcouncil.org>; Johnson, Robin <RJOHNSON@MWCSD.ORG>
Subject: Fwd: Impact of upcoming legislation on our school district

Good Morning
FYI
Howard

---------- Forwarded message ---------
From: **Elizabeth** <gottslondfarm@gmail.com>
Date: Sat, Nov 9, 2019, 7:23 AM
Subject: Re: Impact of upcoming legislation on our school district
To: Howard Dennis <hdennis@pycsd.org>

Mr. Dennis,

Thank you for your quick response. As a follow up to my earlier e-mail, I would like to share a letter that was written by another NY state school district with their response to the proposed legislation. Please forward this letter to the Board of Education Members and the Four County Area Legislative Committee.
Thank you for your assistance.
Thanks,
Elizabeth Hoover
Spotted Duck
315-694-1628
www.spottedduckflx.com
Info@spottedduckflx.com

On Nov 8, 2019, at 10:55 AM, Howard Dennis <hdennis@pycsd.org> wrote:

Elizabeth

Thank you for passing this along. I have passed it along to the Board of Education Members.

Although I can't speak to any stance they may want to take - they have the information.

One of our Board of Education Members is also involved in the Four County Area Legislative Committee and plans to take the information to them also. Again, I can't speak to any stance they may take.

Thank you for making us aware of this proposed legislation.

Howard Dennis

On Fri, Nov 8, 2019 at 10:22 AM Elizabeth <gottslondfarm@gmail.com> wrote:

Dear Superintendent Dennis,
Cc: BOE members

I wanted to share a concern that is mounting with the presentation of Bills S.298B-Hoylman and A.2912-Paulin which provide for the immunization of all children born after January 1, 2009 against the human papillomavirus (HPV), which is not a disease communicable in the classroom and/or school environment.
I am concerned that passing of this bill burdens school districts with yet another unfunded mandate as many families against the passing of this bill will be forced to homeschool their children eligible, (those "having entered seventh grade or a comparable age level special education program with an unassigned grade on or after September first, two thousand twenty- one") for this vaccine. Our family is one of them. We would choose to move to another state if these bills pass.
I am not certain of the cost; however, Penn Yan School District would bear the burden of processing more homeschooling paperwork and supporting families through this process. In addition, enrollment would further decline. It is also not clear how this will affect children with special needs and the services they are entitled to receive. It is also not clear how this would affect employment in out school district.
In addition, this may make families who choose to homeschool consider moving to other areas with lower taxes and or prevent families moving to Penn Yan in the first place. This could have a devastating effect in our school district.
As the steward(s) of our school district, I respectfully urge you to consider the many areas that can be impacted by the passing of this bill and to present these considerations to our district's Legislative Advocacy Committee/Board of

Education for possible inclusion in our district's advocacy platform. I also urge you to voice these concerns to our local elected officials and to ask the Board of Education to consider making a resolution against the passing of this bill.
The Bills are outlined below.
https://www.nysenate.gov/legislation/bills/2019/s298b
https://www.nysenate.gov/legislation/bills/2019/a2912
As always, thank you for your dedication to our community and consideration of my email.

Thanks,
Elizabeth Hoover
Spotted Duck
315-694-1628
www.spottedduckflx.com
Info@spottedduckflx.com

You cannot get HPV from:

- Toilet seats
- Hugging or holding hands
- Swimming pools or hot tubs
- Sharing food or utensils
- Being "unclean"[1]

As public schools are not places where students are engaged in the activities that cause the spread of HPV, how then, can HPV be considered a public health risk that requires mandatory immunization prior to attending school? According to MED Shadow, while the "post-marketing safety and surveillance data indicate that that Gardasil 9 is 'well-tolerated and safe'", still "many physicians have hesitated to recommend it based on its potential side effect, which range from more mild (pain at the injection site, fever and fainting) to adverse events (autoimmune and neurological disorders, anaphylaxis and death)." "In clinical trials of 30,000 people, potential side effects ranging from fever to death." Although no clear causation pathway has been determined, in the August 2009 Journal of the American Medical Association, is was reported that in the first 30 months of administration of the vaccine, more than 12,000 adverse reactions to the immunization were reported (a rate of 53 reports per 100,000 doses distributed). Among those 772 were considered a serious reaction, including 32 reported deaths. To date, 200 claims have been filed with the Department of Health and Human Services' National Vaccine Injury Compensation Program which has paid out nearly $6 million to 49 victims.[2]

Beyond that the spread of HPV is not due to normal school activity, perhaps the biggest differential between mandating the list of current recommended immunizations and the mandating of the additional immunization against HPV is the immediacy of the disease. All of the immunizations currently mandated have an incubation period within days to weeks after contact with the infection vector. According to the National Cancer Institute, HPV vaccines protect against infection with human papillomaviruses. HPV is a group of more than 200 related viruses, of which about a dozen types can cause certain types of cancer. While Gardasil 9 prevents infection with HPV types 16 and 18, two HPVs that cause about 70% of cervical cancers, as well as HPV types 31, 33, 45, 52 and 58, which together account for 10-20% of cervical cancers, cancer takes 10 to 20 years to develop so it is too early to look at the long-term effect of HPV vaccinations.[3]

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[1] https://www.cancer.org/cancer/cancer-causes/infectious-agents/hpv/hpv-and-cancer-info.html?scrh,brkr=769a4daa

[2] https://medshadow.org/gardasil-safety-vaccine/?gclid=CJ0ECLwnYLIBRCEARIsAAMbUGbFVWzPOX5ICWOdMwZIEt0p6QSckwEG1aFWH4P-TBJQaU7L_gaAuTwEALw_wcB

[3] https://www.cancer.gov/about-cancer/causes-prevention/risk/infectious-agents/hpv-vaccine-fact-sheet#q1,q2,q3,q4,q5,q6,q7,q8,q9,q10,q11,q12,q13,q14

At this time, a parent may choose to have their child(ren) vaccinated against HPV. As this disease is neither spread by children, nor life threatening to children, there is no public health risk to children associated with the failure of a parent to immunize their child(ren). If this bill passes, it will preclude children from being able to access a public-school education based upon a parental determination that immunization as a "potential preventative measure" is not worth the potential risks.

The Board of Education of Connetquot Central School District strongly objects to the addition of the HPV vaccination as a requirement for students in the state to attend public schools and asks our elected public officials to vote against this bill.

Sincerely,

Milynn Augulis, President

Eileen Panico, Vice President

Lee Kennedy, Trustee

Jaclyn Napolitano-Furnit, Trustee

Mark Warshaw, Trustee

CONNETQUOT CENTRAL SCHOOL DISTRICT OF ISLIP
CENTRAL OFFFICES: 780 Ocean Avenue, Bohemia, New York 11716-3629
(631) 244-2215 • Fax (631) 589-0683
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Board of Education

Milynn Augulis, President
Eileen Panico, Vice President
Lee Kennedy, Trustee
Jachyn Napolitano-Furno, Trustee
Mark Warshaw, Trustee

Mary Jane Budde, District Clerk

Lynda G. Adams, Ed.D.
Superintendent of Schools

Dear Governor Cuomo & Elected Officials:

Currently an amendment to Section 2164 of the public health law is presented in the New York State Senate. This section details the mandatory immunization of all public school children. The proposed amendment would add an additional immunization against the human papillomavirus (HPV). The Connetquot Board of Education vehemently protests this addition.

In a public school setting, there are a variety of ways that students can contract diseases from other students. The most prevalent of which is the lack of cleanliness of student's hands and/or the spread of respiratory droplets containing contagious virus and/or bacteria (i.e. sneezing, coughing, and mucus discharge from noses). These vectors of contagion are the predominant vehicles for the spread of the diseases prevented by the mandated student vaccination program. (See chart below).

Disease	Infection Vector
Poliomyelitis	Fecal contaminant, respiratory droplet
Mumps	Respiratory droplet
Measles	Respiratory droplet
Diphtheria	Respiratory droplet
Rubella	Respiratory droplet
Varicella	Respiratory droplet, contact with blisters
Haemophilus influenza B (HIB)	Respiratory droplet
Pertussis	Respiratory droplet
Tetanus	Infection of cut or puncture with infected soil, dust, fecal matter or spit
Pneumococcal disease	Respiratory droplet
Meningococcal disease	Respiratory and throat secretions
Hepatitis B	Blood, semen, saliva or vaginal fluids

However, according to the American Cancer Society, "HPV can be passed from one person to another by skin-to-skin contact, such as occurs with sexual activity. The main way HPV is spread is through sexual activity, including vaginal, anal, and oral sex. HPV can be spread even when an infected person has no visible signs or symptoms. The virus can also be spread by genital contact without sex, although this is not common."