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**NYC DEPARTMENT OF HEALTH AND MENTAL
HYGIENE**

Public Hearing - Article 47

**Proposed resolution to amend Child
Care Programs and Family Shelter-
Based Drop-off Child Supervision
Programs**

September 22, 2025

Time: 10:00 a.m.

Transcript of Proceedings

Reported by: Julieta Lancioni

1 PUBLIC HEARING, ARTICLE 47 - SEPTEMBER 22, 2025

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3 LORAIN PEONE: Good morning. Good
4 morning. This public hearing is now
5 called to order. Today is Monday,
6 September 22nd, 2025, and the time is
7 10:05 am. I am Loraine Peone, Supervising
8 Associate General Counsel at the New York
9 City Health Department Legal Affairs.
10 Also here today with me are Monica
11 Pollock, Director of Program Compliance
12 and Performance, and Obed Gonzalez,
13 Director of New York City Childcare
14 Services Operations from Childcare
15 program. We also have Svetlana Burdeynik,
16 Assistant to the Secretary to the Board
17 of Health and I believe Joseph Russo,
18 Paralegal in General Counsel.

19 The purpose of today's hearing is to
20 elicit comments to assist the Board of
21 Health in relation to the proposal to
22 amend Article 47, the Child Care
23 Programs, and Family Shelter Based Drop
24 off Child Supervision programs inside the
New York City Health Code.

1 PUBLIC HEARING, ARTICLE 47 - SEPTEMBER 22, 2025

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3 A notice of intention to amend
4 these rules were published
5 in the city record on
6 Thursday, August 21, 2025. A copy of
7 the first pages of the notices of
8 intention will be provided to the
9 court reporter to include in this
10 record. Persons wishing to speak at
11 this hearing were asked to pre-
12 register. When you speak, you will
13 have a limit of 3 minutes to speak. We
14 do not actually have anyone pre-
15 registered to speak today. I do see a
16 few people in the chat in the room, so
17 we might have speakers. If you would
18 like to speak if you joined and would
19 like to testify, please indicate so in
20 the chat area by writing your name and
21 affiliation if any, or raise your hand
22 with the hand symbol, and we will
23 unmute you to let you speak one at a
24 time. There's, let me see, now we'll
25 double check on the chat.

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3 Ok, we have a few speakers. I'm going
4 to go from the top. Whoever's asked
5 first.

6 Could we do Rafael Perez-Segura from
7 Mi Casita Preschool as the first
8 speaker?

9 RAFAEL PEREZ-SEGURA: Yes, thank you.

10 LORAIN PEONE: You're welcome.

11 RAFAEL PEREZ-SEGURA: Thank you so much
12 for all of these changes. The
13 education director changes have helped
14 us a lot already in living and having
15 a more sustainable culture Mi Casita
16 and just offering better care to our
17 children with less burnt out teachers
18 and directors. So, thank you for that.
19 My comment has to do mostly with my
20 hope to expand uh the qualifications
21 to be a head teacher. And in the
22 written comments, I saw a lot of idea
23 of expanding the list of related
24 fields, and I do support that. I think
25 I also support some form of
26 dynamic process like there is

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2 in disability law where, for example,
3 an employee asks for an accommodation
4 and if there's reasonable and aligns
5 with the goals of the organization
6 then there can be reasonable
7 accommodations and the law requires an
8 interactive process to have occurred,
9 but not necessarily has a very strict
10 list of all of the possible
11 accommodations, for example. And so,
12 in a similar way I was hoping that the
13 Department of Health might consider
14 something similar, but in a way
15 Accommodations for headteacher
16 qualifications. So through a good
17 faith interactive conversation with
18 inspectors be able to have a teacher
19 let's say, who has a background in
20 clinical psychology has more than 12
21 credits in early childhood education,
22 and but it doesn't say child
23 psychology but to be able to have that
24 teacher still be a headteacher in that

1 PUBLIC HEARING, ARTICLE 47 - SEPTEMBER 22, 2025

2 sense I could see the Department of
3 Health also asking schools
4 to make sure that there's
5 additional trainings under on the
6 child development if that's required
7 and that can also be counted on and
8 hold, and the Department of Health
9 could hold accountable schools for
10 that. But so yeah, in summary, I just
11 wanted to say I hope the Department of
12 Health can consider a dynamic process
13 through which we can talk in from a
14 place of professionalism and logic
15 about uh what makes for a strong
16 teacher given the shortage of teachers
17 who have the exact degrees as named in
18 the list. But that's it. Thank you.

19 LORAIN PEONE: Thank you for your
20 comment. We'll take that into
21 consideration. I would like to turn to
22 the next speaker that put their name
23 into the chat. It's, and I apologize
24 if I spell if I say this wrong. Nailah
25 Bernard from Little

1 Genies Daycare. N-A-I-L-A-H. See if
2 we could unmute her or him.

3 NAILAH BERNARD: Hi, how are you? It's
4 okay that it's all right. Nailah, it's
5 a complicated name anyway. I don't
6 really take no offense to it, but um,
7 it was a typo. I'm from Little Genies
8 Daycare. We're located in Queens, New
9 York in the Jamaica, New York area. We
10 opened up in March of 2024.

11 And although we've been in the
12 daycare field for a while, it's very
13 encouraging to see these changes
14 that is happening with Article 47
15 because we are at a point
16 where, and I'm pretty sure
17 everyone on this Zoom can relate.

18 We cannot compete with the DOE, and
19 that's even before UPK. It's like
20 we're open 12 months. So, it's not as
21 appealing to a group teacher that
22 could just go work for, you know, the
23 regular school year as opposed to
24 coming to daycare. And then even when

1 it comes down to salary, we're
2 private. So, all of the hard work, our
3 enrollment is on us. It's not like
4 we're a public school where children
5 are just walking in the doors and, you
6 know, or being sent from the district
7 and enrolling. So, we have to do the
8 footwork of enrolling our kids. And
9 then we have to do payroll when it
10 comes to the salaries that we have
11 between the ed director and group
12 teacher when we can't undermine these
13 people's education. If you go to
14 college and you get your degree, you
15 want to pay, get paid what you're
16 worth. And I just feel like the dynamic
17 of daycare, the climate is changing a
18 lot, especially when it comes to
19 having children with special needs.
20 It's a lot of that that we're dealing
21 with at a very rapid rate. And it's I
22 feel as though daycare is about to be
23 about keeping the kids in a safe place,
24 teaching them, having staff that has

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1 patience with these children because
2 everything that every parent that I
3 speak to is like my child is autistic
4 and this daycare couldn't deal with
5 them or this one couldn't take them
6 and they can't go to the district yet
7 because they're not three or four.
8 Early intervention, they have to come
9 get services at a daycare. I bend a
10 lot for my kids. I bend a lot for the
11 kids that I have enrolled in my
12 daycare. Things are getting rough. So
13 I appreciate you guys for making these
14 changes with the rules. I hope that
15 they stay permanent. It's realistic
16 because we've people are getting shut
17 down for the smallest things. Anything
18 could happen. Your ED director's out
19 for a day. They have families. They
20 have other things. and the hours that
21 stretch so long of when they have to
22 be here. We just, we need to do the
23 best we can together, you guys and us,
24 to keep

1 daycare alive because if the rules get
2 harder and things stay the same,
3 daycare is not going to be able to
4 survive. So, we appreciate it from
5 Little Genies, the changes that are
6 being made. And that's all. Thank you.
7 I'm sorry, I couldn't really..

8 LORAIN PEONE: Oh, no. Thank you for
9 your comment. We will take it under
10 consideration. And also I want to add
11 if anyone that spoke today wants to
12 also submit or hasn't submitted
13 already a written comment, please do.
14 You can do that. In addition, we will
15 turn to our next speaker that put their
16 name in the chat. Laurie Torres from
17 Elite Minds Montessori. We could have
18 her unmuted.

19 LAURIE TORRES: Hi, do you hear me?

20 LORAIN PEONE: Yes. Yes, we can do.

21 LAURIE TORRES: Okay, wonderful. Thank
22 you. We also appreciate all of the
23 changes with regards to uh ed director
24 and with regards to um designee, but

1 we really need to I agree with my with
2 the other directors with regards to
3 expanding or broadening the accepted
4 fields. That's important because it's
5 really hard because there is a huge
6 teacher shortage, and as was said
7 earlier competing with DOE it's
8 impossible right the other thing is we
9 are a Montessori verified school, and
10 are uh close to accreditation and I
11 feel that that form of education with
12 teachers that are credentialed
13 Montessori educators should also be
14 part of the list of accepted fields
15 because they, it is the same as
16 colleges going you know to they are
17 very, it is a very good way of form of
18 education and I feel like it is
19 not recognized by Department of Health
20 and it should be recognized as by
21 Department of Health. So that's
22 basically, and insurance is increasing
23 and all of our expenses are
24 increasing, and we need as much

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1 support as we can get um from
2 Department of health. Thank you.

3 LORAIN PEONE: Thank you for your
4 comment Miss Torres. Let's see. We do
5 have a few names in the chat, so we'll
6 work our way through. Next one will be
7 Mat Warren from Stepping Stone. Warren
8 W-a-r-r-e-n. If we could locate her
9 and unmute, so she can speak. Go ahead.

10 WARREN: Oh, good morning everyone. My
11 name is Maj Warren. Everyone, most
12 people know about Stepping Stone Pray
13 and Grade School in St. Alban's
14 Queens. Now we've been in the school
15 started over 42 years ago or more and
16 I've seen different stages. I've gone
17 through all the different regulations
18 and changes. I'm now I'm wondering
19 what is the real role of the Department
20 of Health. In the beginning I know
21 there were a lot of support because I
22 remember when I opened my school
23 started someone came to visit me and
24 to help me go through the process of

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1 getting the license, and I've seen the
2 move from that point that stage to
3 where everything is a violation, and I
4 think that's really inconsiderate and
5 it's difficult for us to cope with the
6 amount of violations that Department
7 of Health come out and visit and issue
8 for very simple reasons. I mean, I know
9 the time when they would come, they
10 would see something like a little
11 breaking the wall and they would write
12 a letter, I mean they would leave a
13 warning and some time like three weeks
14 two weeks they'll be back to see if
15 it's taken care of, and then,
16 that would be the resolution
17 right there. Now people come into your
18 programs, and they look and they
19 search for the slightest thing, and
20 that's a violation. The minimum cost
21 of one violation is \$200. And I think
22 from the fact that we put so much money
23 in our business to make sure that we
24 have an excellent program, and then

1 for us to be have to pay all these
2 violations and nothing serious,
3 nothing dangerous, nothing. And some
4 people come in programs with an
5 attitude to find big reasons even to
6 close your program down. So I just want
7 to bring that to attention. Can we have
8 a better some more consideration for
9 the work we do for the community, and
10 most of us have great programs, and
11 this is like a setback to us. Can we
12 have more support instead of um being
13 penalized for simple things and
14 these fines? That's my piece right
15 now.

16 LORAIN PEONE: Ok, now. Ok, great.
17 Thank you.

18 Next we'll turn to our next speaker
19 that put their name in the chat is
20 Nekea Whitson of Brainiac Babies.

21 NEKEA WHITSON: Good morning.

22 LORAIN PEONE: Good morning. We can
23 hear you.

1 NEKEA WHITSON: Yes. So, I definitely
2 agree with my fellow peers. It has been
3 very difficult for us to hire
4 employees. We come across amazing
5 employees that have bachelor's degree
6 in let's say sociology and they have a
7 minor in early childhood education and
8 only because they don't have a
9 bachelor's degree in early childhood
10 education they cannot be head
11 teachers, which I find ridiculous as a
12 master's myself in early childhood
13 education. I know that when I first
14 got my associates degree it was only
15 12 credit in ECE in early childhood.
16 So, I'm not understanding why someone
17 that has a bachelor's degree, for
18 example, in sociology and a minor in
19 early childhood cannot be a
20 headteacher just because of that big,
21 you know, that little slight
22 difference. Also, when it comes to
23 directors being certified, personally
24 as I am, it was very difficult for

25

1 those exams. We have great people that
2 walk in with years and knowledge of
3 educational experience and backgrounds
4 with a bachelor's, let's say, in early
5 childhood. but just because they
6 didn't pass those exams. we cannot
7 hire these people. Let alone I've been
8 trying to hire let's say a director
9 and they are asking for 80 90 100,000
10 a year because we are competing with
11 the board of education. They can't
12 they could just go to the board of
13 education and not deal with us. So, it
14 makes it even more impossible for us
15 to get good quality staff in there to
16 help us because of these
17 outrageous, like, requirements
18 that the city is having
19 on us right now. So, I just needed
20 to say that because we do have
21 teachers currently right now
22 in my center where they have
23 their bachelor's degree. All of
24 them have minors, and none of them,
25 they're all assistants just because
26 they have a minor and is not a

1 bachelor's in early childhood. I don't
2 think that's fair. I don't think that
3 someone studying all this should not
4 even be a teacher for a toddler with
5 minor in ECE. So yes, definitely
6 looking into this and helping us out
7 will be so much amazing and takes all
8 this hard work that we do every day to
9 provide quality child care just to get
10 the right people indoors. So, I really
11 appreciate this opportunity to speak
12 on it and hope we get something done
13 when it comes to this.

14 LORAIN PEONE: Thank you,
15 Miss Whitson.

16 NEKEA WHITSON: You're welcome.

17 LORAIN PEONE: Ok.

18 Next, we will go to, If there's
19 anyone that wants to speak
20 that hasn't put their name
21 in the chat, please do.

22 I see we have Dr. Danette L. Brown
23 that would like to speak next.

24 DR. DANETTE L. BROWN: Oh, now?

25 LORAIN PEONE: Yes.

1 DR. DANETTE L. BROWN: Okay, call me,
2 oh now. Okay. Hi, good morning
3 everybody. Some of you know, some
4 of you I don't, but good morning
5 everybody. Hope you are well. I want
6 to speak on two points as it relates
7 to the new rules. One, I will say it's
8 a definitely a step in the right
9 direction in terms of helping us to be
10 able to better staff our programs with
11 all of the challenges that we know
12 about nation, you know, nationwide.
13 This staffing shortage is not a
14 New York City thing, but it's
15 you know, been - it's been highly
16 publicized. But I want to talk about
17 one of the things that I think needs
18 to be also considered is this
19 enforcement of the study plan
20 teachers. And the enforcement of the
21 study plan teacher states that I think
22 teachers study plan please don't quote
23 me it's either five years or seven
24 years around completion of that study

1 plan whether it's certification or
2 whatever they're aiming for right but
3 what's happening in enforcement is if
4 I'm not in school today or if the
5 person's not in school today
6 classrooms are being closed because
7 they're saying that that person is not
8 qualified. However if I have seven
9 years to do that I think we have to
10 decide how we're enforcing this and
11 look at this and you know if I have
12 seven years to do this and my money
13 may not be right in the fall to
14 enroll in school. Maybe I can't do it
15 every semester consistently because
16 of my own financial situations or
17 whatever's going on in our lives. But
18 we can't say that we're giving people
19 x amount of time to do something. But
20 if I'm not doing it that when you
21 know when you all come or when you
22 all think I should be doing it, then
23 not only is there's a violation
24 but the classroom is closed saying
25 that now you don't

26

1 have a qualified person in the
2 classroom. Even though you're
3 giving them seven years to do it. So I
4 think that that kind of abrasive
5 response to that I think needs to be
6 kind of looked at. And then the other
7 thing I want to also mention is our
8 this whole idea of certification,
9 qualified qualifications and those
10 words that we kind of use and I think
11 at times these words are used
12 synonymously in terms of certified
13 people being the most qualified people
14 to run classrooms, or even it's scary
15 for me seeing some of the people that
16 come out of school that in two years
17 that they can actually be an education
18 director and run an entire program.
19 That's scary to even think about when
20 you have people who have been in this
21 field and who have ran child care for
22 30 and 40 years. And because they're
23 not certified, they're not considered
24 even, they're not even acknowledged as
25

1 a person that is on site. And I think
2 that that's something we need to that
3 the department needs to
4 look at. And you also need to look at
5 the fact that article 47 has very
6 little to do with education and more
7 to do with facilities and compliance.
8 This is not an educationally based
9 document. This is based on facilities
10 and compliance. There's a small
11 segment that addresses staffing and
12 education requirements and all of
13 those things, but temperature and
14 refrigerators, all there's all kinds
15 of facility things in this 54 page
16 document that I do not think that only
17 a certified person is able to do. So I
18 think there needs to be balance
19 between this idea of qualified versus
20 certified you know and qualified
21 may mean 15 years of experience
22 running a childcare building. Do you
23 understand? And understanding Article
24 47, people coming out of a master's
25

1 program out of Lemman and some of our
2 well-known city college do not know
3 how to run a child care facility. And
4 so I think we need to kind of look at
5 that and look at this from that
6 perspective. But again, I thank you
7 all for listening, and I thank you all
8 for taking these steps, and I hope to
9 see many more. Thank you.

10 LORAIN PEONE: Thank you, Dr. Brown.
11 Ok, I don't see any other names in our
12 chat, but I do see that we have a lot
13 of individuals in the room. If anyone
14 would like to speak, please put your
15 name and your title, and your
16 organization in the chat. Or you can
17 raise your hand using the symbol. I
18 see Miss Bernard, you've raised your
19 hand. Did you want to speak again?
20 You've already spoken once. I don't
21 think you did your full three minutes,
22 so it's, I can allow you to speak for
23 just one or two more minutes if that's

24

1 fine. Can we unmute Miss Bernard? And
2 then we'll turn to the other speakers.
3 NAILAH BERNARD: Hi, can you guys hear
4 me? Okay. I just wanted to say
5 everybody really made great points
6 just now going over the things and I
7 just wanted to circle back and give
8 you guys a little bit of insight of my
9 experience. By the time as a new
10 daycare, the process of even getting
11 licensed and having to pay my ed
12 director the whole time she's going
13 through the process with me. The day,
14 it took me nine months to get a
15 license, ten months really. And I had
16 lost a waiting list of 60 kids during
17 that process thinking that I was going
18 to open. And I'm in a prime location,
19 like smack dead on the street, a lot
20 of traffic and everything. Um,
21 shelters. But by the time I actually
22 opened and started to operate, the
23 business was in debt. And I probably
24 won't see an income of a dollar of the

1 business until maybe three or four
2 maybe four years from now. And I just
3 wanted to say that to say that all of
4 this is a domino effect. The fact that
5 when you're getting your license, you
6 have to have the ED director that's
7 going to be there. And in Department
8 of Health gives you such a hard time
9 where they're like, "Oh, we see
10 this person is working something
11 somewhere else. And I'm like,
12 well, I can't tell her to stop
13 working where she's working if my
14 daycare is not even open now. And I'm
15 private owned. I can't afford to hold
16 all of these things up. And I feel as
17 though Department of Health needs to
18 communicate with daycare centers more
19 on this because it goes to the business
20 side. It goes to helping the kids,
21 helping the kids get a good education
22 and be around good people. Then it goes
23 to New York City having daycares. It
24 affects us all. It's not like, I mean,

1 I know it seems as though we're against
2 each other when Department
3 of Health comes in and they cite you.
4 I've gotten cited for one fly that the
5 inspector brought in when she opened
6 the door. \$700 hit when I go to oath.
7 All of these things play into each
8 other. And, in fact, it's not,
9 one will take down the other is what
10 I is what I mean to say. So, this
11 starts from the beginning that you
12 open your daycare doors. It doesn't
13 just start when you're licensed and
14 you have kids and you have and you have
15 to get the staffing. It's it just
16 doesn't it doesn't make sense. It's
17 not in order. It's not realistic, I
18 should say. And when I started the
19 daycare, especially having a
20 commercial building, and I have a
21 group family daycare as well, which is
22 two different things, but my overhead,
23 I was drowning in debt before I could
24 even see a dollar. And let's keep in

25

1 mind when you process ACS vouchers,
2 it's not like HRA where it goes in the
3 system and you can start billing for
4 your children for that for those 30
5 days. I've gone times where ACS has
6 owed me over 15 \$20,000 and I'm and
7 I'm taking the kid because
8 at the end of the day, what
9 we do, we do it for the community.
10 I'm helping mothers. I'm helping
11 children. I'm helping families
12 that need somewhere to place
13 their kids so they can go and make
14 money and go to work because I'm
15 located around shelters.
16 These people have housing vouchers,
17 cityFHEPS, and if they don't work,
18 then they can't get placed
19 in their apartments to activate
20 their vouchers to live in. So,
21 this goes back to again it being a
22 domino effect. They need somewhere to
23 put their children so that they can go
24 and work and show proof of having job
25 activity. They have ACS vouchers that
26 are provided to them. ACS says it takes

1 5 to 6 weeks before they process your
2 vouchers to get paid. I've gone
3 months, months without getting paid,
4 and I still have to pay ED directors
5 and group teachers and make sure
6 everything is still paid for so that
7 if Department of Health comes
8 in, it's like an anxiety.
9 I don't feel like I'm helping
10 when Department of Health comes
11 in. I feel like I'm scared
12 because the first thing the DOH does
13 is say, "We're going to shut you down.
14 This is a voluntary shutdown." Because
15 one person I've had a I had a group
16 teacher, she has her master's and her
17 bachelor's in early education. And the
18 Department of Health looked me in my
19 eye and said, "Well, because it's from
20 Devry and she's not certified, she
21 can't she can't be here as a interim
22 ed director for the week because she
23 doesn't have the qualifications." So,
24 I mean, I just thought that I should
25 note that that this starts from the
26

1 beginning of the whole situation. And
2 I do believe as well that the
3 inspectors, they could be overworked a
4 little bit when it comes to the
5 process of opening a daycare.

7 But 10 months paying on a
8 commercial building, by the
9 time I looked up, I was in debt
10 already over \$100,000.

11 LORAIN PEONE: Thank you,
12 Miss Bernard.

13 I would like next to speak is um
14 Miss Arianna Passaro. Actually, no.
15 Sorry. Yes. Arianna Passaro.

16 ARIANNA PASSARO: Oh, hello. Thank you.

17 LORAIN PEONE: Hi, Miss Pasaro.

18 ARIANNA PASSARO: Hi. thank you so
19 much. My name is Arianna Passaro, and
20 I'm the ed director at the learning
21 experience in Clinton Hill. And I was
22 very excited to see the email come
23 through from the department of health
24 about changes, proposed changes
25 to the staffing requirements and the
26 ed director and ed director designee

1 changes. I'm in hearty agreement with
2 many of my colleagues who have already
3 spoken. From my perspective, our
4 school is open for babies
7 starting at 6 weeks old up through
8 preschool. So, in my insight that I want
9 to share is about the need for infant
10 and ones care because there it's
11 there's much less I think available in
12 the city than care for twos to fives.
13 And I think that the community in
14 Brooklyn is experiencing a greater
15 need for good quality
16 daycare programs for, that are
17 accepting infants and one-year-olds
18 because people are going back to work
19 sooner and sooner after having babies
20 and needing to be able to support their
21 family with the income. However, it's
22 a double-edged sword
23 because while we could open those
24 classrooms and meet the community's
25 need, what's preventing us from doing
26 so is solely the qualifications for

1 lead teachers, because it's extremely
2 difficult to find a teacher who is lead
3 qualified that is willing to
4 work with infants and one-year-olds. I
7 think the fact so with it's been
8 mentioned already that it's very
9 difficult for us to compete with all
10 of the benefits that are provided by
11 the public school system. And it's
12 therefore very difficult for us to
13 attract those people who could
14 theoretically get a job in a public
15 school, have summers off, have much
16 more paid vacation and holidays and
17 and work with older children. Very
18 very very difficult for somebody who
19 is credentialed in that way to make
20 the decision to teach infants or ones.
21 However, our community needs that and
22 we want to provide it for them. So, I
23 just wanted to voice my opinion that I
24 think we need to accept a broader range
25 of majors in order to staff all the
26 classrooms. I think it's a simple

1 shift. I think there's many many
2 applicants that I have seen come
3 through who have their degree in even
4 a bachelor's like a 4-year degree in
5 psychology, and I cannot even
6 interview them for a position of lead
7 teacher even though that would allow
8 me to staff up my school adequately.
9 So that is my struggle. I also do
10 believe that the that psychology was
11 accepted as a major during COVID, and
12 then at some point in the last couple
13 years it was it was it's now being
14 rejected again. So I feel that just a
15 return to accepting that major would
16 be a really meaningful change that
17 the Department of Health could make.
18 That would really be in service of
19 its constituency. So that's mainly
20 what I want to share, and thank you
21 for the time.

22 LORAIN PEONE: Thank you Miss Passaro
23 for the comments. We will we have a
24 few more speakers. So I know Miss Brown

25

26

1 you wanted or Dr. Brown you wanted to
2 speak again but we'll go
3 through the new speakers so we have
6 enough time for everyone. Let's do
7 Marlene Kriegel. If we could do her
8 next.

9 MARLENE KRIEGEL: Okay, now I'm
10 unmuted. Thank you for your patience.
11 Okay. I actually have a comment
12 followed by a question. I have, I'm an
13 education director for a Head Start
14 program ,and our hours um are from 8
15 a.m. to 4:00 p.m. I understand that
16 all education directors are required
17 to be working the same time. This would
18 be like core hours from 8 to 4. That I
19 understand. However, this is my
20 question. With an hour supposedly,
21 we're supposed to get an hour lunch
22 break. How does this fit in with the
23 core hours?

24 I mean, I never take a lunch break,
25 but how, I'm asking as far as other
26 education directors, what do you do?

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4 LORAIN PEONE: Right now, we're not
5 responding. We're taking in comments.
6 But so we'll take we'll take your
7 question in, and if there's any, I want
8 to allow you more time to say anything
9 else you would like to say.

10 MARLENE KRIEGEL: Okay. Thank you. I
11 appreciate that. All right. Have a
12 good day. LORAIN PEONE: Okay. Thank
13 you, Miss Kriegel. We'll take that
14 into consideration and then well...

15 MARLENE KRIEGEL: Should I put my email
16 in the chat?

17 LORAIN KRIEGEL: what everyone can do
18 is you can put in a written comment
19 the information we can provide at the
20 end about where to submit, but it's
21 also on the rules website. You can put
22 in a written comment if you would like
23 to, in addition to your you know your
24 comment today.

25 MARLENE KRIEGEL: Yes.

1 LORAIN PEONE: All right. Next we will
2 do Travis Pew from Pash Montessori
3 School. P-e-w.

4 TRAVIS PEW: Yes, Pew. Oh, thank you.
5 So I'm Travis Pew. I'm the co-
6 Executive Director of Pache Montessori
7 School. While I would like to see more
8 changes in those proposed, I wanted to
9 at least speak in favor of the proposed
10 rules being made permanent. In regard
11 to the education director designate
12 rules, we currently have two licensed
13 non-teaching staff who meet the full
14 education director credential.
15 However, even with, that to actually
16 follow the letter of the rule, is
17 fairly difficult. So, I think the
18 proposed changes do provide a lot of
19 additional flexibility without
20 diluting the safety or care of the
21 children at our school. The other
22 change that I think is very helpful is
23 the change to the proposed

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change to the 2-year-old group teacher credentials. You know, many of the teachers who, in other states, who teach two-year-old toddler classrooms have substantially different requirements here than in New York City. Even in New York State outside of the city, toddler is defined as 18 months to 36 months. And so finding teachers who are looking to teach two-year-old classrooms, but meet the more stringent preschool three and up requirements is pretty difficult. So, I think the changes make a lot of sense and put the city more in alignment with

LORAIN PEONE: Oh, no. Mr. Pew has been muted again. We Oh, go ahead. Sorry about that.

TRAVIS PEW: And you know all of our elite teachers even our infant teachers have full Montessori training um which is considered in, many

1 states to be equivalent to an
2 early childhood education degree. Um,
3 so the added flexibility of two-year-
4 old group teachers, having at least
5 the city requirements of our younger
6 classrooms is very helpful while
7 allowing us to actually find more
8 qualified and experienced teachers.
9 Thank you.

10 LORAIN PEONE: Okay. Thank you, Mr.
11 Pew. Sorry about the muting issue, but
12 let's see. I don't see anyone else that
13 has put their name in the chat. If you
14 could please put your name in the chat
15 if you would like to speak. I'll let
16 Dr. Brown speak again. She didn't
17 speak for her full three minutes. So
18 if you could just keep your comment to
19 a few minutes, we'll allow you to speak
20 again. Thank you.

21 DR. BROWN: Appreciate that. Thank you.
22 I think 47.13 Roman number rule.

23 Oh, I don't know. I whatever that
24

1 refers to an education director when
2 they're permanently separated from a
3 child care program understanding that
4 education directors are usually are
5 supposed to be cleared I guess through
6 the borough office and I guess I just
7 want to make sure that clearances or
8 at least put it on record that
9 definitely expedient clearances is
10 necessary to make all of this work.
11 Whether it's to replace an education
12 director within the frame the time
13 frame that you all mentioned, the
14 designate, all of those things
15 clearances have to definitely the
16 clearance process has to be expedient.
17 So that's all I wanted to say.

18 LORAIN PEONE: Thank you. Ok, I'm
19 looking at the chat and I don't see
20 any additional names, if you could
21 please put your name and your title in
22 the comment if or in the chat if you'd
23 like to speak. I do see people
24

1 supplying their contact information.
2 We have on the screen information
3 where you may submit my email. The
4 email is ResolutionComments with an
5 "s", @health.nyc.gov, or you may
6 submit on the website. You don't have
7 to if you've spoken today, but it would
8 be we take it under consideration, and
9 it is helpful to receive a written
10 comment. Ok. I see Miss Whitson would
11 like to speak again. Again, you I
12 understand you didn't speak for your
13 full 3 minutes. I'll give you just a
14 brief amount of time to speak again.
15 If you could keep it to please just a
16 few minutes. If we could allow Miss
17 Whitson.

18 MISS WHITSON: Thank you. Thank you,
19 Loraine.

20 LORAIN PEONE: Thank you.

21 MISS WHITSON: I just want to piggy back
22 on the gentleman that spoke briefly.
23 He stated that in other states, we
24 know New York City's the

1 best state, but when it comes to, I
2 work with a lot of childcare owners
3 all around the states and even like
4 the requirements everywhere else,
5 there's never, no other states that
6 require the certifications that we do.
7 A CDA, for example is sufficient
8 enough for toddler rooms. So them
9 being able, us being able to have the
10 CDA also in place for toddler rooms
11 and infants will be great versus
12 having a CDA and then also having to
13 be in the school trying to get your
14 associates degree is very difficult
15 for these teachers because they
16 already feel that they already did a
17 lot with the CDA and now they also have
18 to go back to college and do all these
19 things which a lot of them don't have
20 the budget for anymore. So just pick,
21 you know, keep in mind that every other
22 state other than New York City is not
23 requiring these extensive requirements
24 when it comes

1 to teachers and directors, and they're
2 running just as good. So I just want
3 you guys to also think about what other
4 states are doing that they don't have
5 this big requirement on top of them
6 and burden versus, you know, New York
7 City. So that's just something that
8 you guys should also look into and just
9 see how everything plays out all
10 around the states.

11 LORIANE PEONE: Thank you.

12 MISS WHITSON: You're welcome.

13 LORIANE PEONE: Again, we have up on
14 the screen the email that you can
15 submit a written comment to and also
16 the web page where you can submit on
17 the website. I, please put your name
18 if you would like to speak or raise
19 your hand. Ok, I see Miss Bernard,
20 you've raised your hand and you would
21 like to speak again. You've already
22 spoken twice. I will we're it's 10:46
23 and we want to allow enough
24

1 time for anyone else to sign in and
2 talk, but we can give you a few seconds
3 if that's your comments time, Miss
4 Bernard.

5 MISS BERNARD: I just wanted to
6 piggyback off of what she just said
7 and what the other gentleman just
8 said. I feel as though Department of
9 Health could also take into
10 consideration the demographic that
11 most daycares are in because I find, I
12 come across a lot of staff that are
13 great with children, amazing with
14 children, but because they don't have
15 the qualifications of college, they're
16 not considered lead teachers and so
17 forth. And I come across lead teachers
18 that have masters and bachelors in
19 early childhood education, but they
20 don't have the patience for children.
21 So just because you're going to school
22 for something, that doesn't mean that
23 you're passionate about what you do.

24

1 As opposed to me coming across other
2 staff that are really passionate about
3 dealing with children and have the
4 patience to deal with children, as
5 opposed to somebody who's drowning in
6 student debt. They're not getting paid
7 what they're worth. They're not happy
8 with what they're at. It all goes into
9 the quality of care and knowledge that
10 we can give to the children. So I do
11 think that we should keep that in that
12 safety and knowledge
13 is the first thing that we should keep
14 first when it comes to the kids and
15 it's not always just about
16 qualifications, because I have a
17 master's degree in health
18 administration and yet I own a
19 daycare. I can't even, there's no
20 position in the daycare that it
21 qualifies me enough to be in to deal
22 with children. So that's all I really
23 wanted to say that, you know, as much
24

1 as New York could try to stay
2 prestigious with qualifications and
3 things like that

4 that doesn't mean that the person is
5 going to give the best care to the
6 children that's needed. That's all.

7 LORAIN PEONE: Thank you Miss Bernard.
8 If anyone has joined since or has been
9 and would like to speak, please put
10 your name in the comment. Or in the
11 chat, sorry. I'll give it a few minutes
12 to allow anyone to put their name in.
13 Angel Lawrence rises her hand.

14 LORAIN PEONE: Oh, wonderful. Miss
15 Lawrence, we can unmute you and allow
16 you to speak.

17 ANGEL LAWRENCE: Hi, good morning.

18 LORAIN PEONE: Good morning.

19 ANGEL LAWRENCE: I'm from Brooklyn Free
20 Space. I did have a couple questions.
21 I mean this is really helpful. And I
22 agree with a lot of my colleagues
23 that things that are shared
24 are things that we experience as
25 well. My question is what happens

26

1 to the teachers who were grandfathered
2 in with degrees that were accepted
3 before and are no longer acceptable?
4 What happens when they leave your
5 program? Because sometimes you have
6 really great teachers, and for
7 whatever reason they may have to move
8 on from your program, and their degree
9 was acceptable before, and they
10 because of the duration of the time
11 that they spent at your program then
12 they have to move on. What happens to
13 what happens to these teachers and I
14 again just to add to the person who
15 just last spoke you do find teachers
16 that are coming out with the degrees
17 but their experience they don't have
18 the experience or the passion for
19 children and the degree is just that
20 so I think it there should be a
21 compromise with that not to mention a
22 lot of the providers that come to the
23 daycare too or come to your school to
24 assess the process. They are not

1 always consistent. So you would have
2 one person telling you something, and
3 then you have somebody else telling
4 you something completely different. So
5 there needs to be some level of
6 consistency amongst the workers as
7 well. Thank you.

8 LORAIN PEONE: Thank you. We're taking
9 in everyone's comments, and we'll
10 review everything that is spoken
11 today. If you would like to speak,
12 please put your name in the chat or
13 raise your hand. It is currently
14 10:51. The hearing will conclude at
15 11 am. We're in our final. If you
16 would like to speak, please do. Please
17 put your name or raise your hand.

18 MISS WHITSON: Hi. Could I just chime
19 in, Loraine, since it's almost done?

20 LORAIN PEONE: I want to allow
21 anyone else. Let's see.

22 Let me just double check before.

23 Miss Whitson, you can speak for
24 a little bit if you would like
25 to. I'd like to allow a few

1 minutes at the end in case anyone else
2 would like to speak.

3 MISS WHITSON: Oh, yes. I just wanted
4 to just tell you thank you so much.
5 This is really big for us to be able
6 to speak about this. We've been
7 dreading it. We speak to each other
8 all the time. We, I tried plenty of
9 times to even speak to the burrow to
10 everyone that I could think of just to
11 try to get these things done. And being
12 able to speak today about this and you
13 guys considering what we are saying as
14 you see, we are all aligned different
15 burrows, and we still agree to the same
16 things really really helps. So, I hope
17 this call really helps you guys put
18 the right requirements in place so we
19 could just be, you know, less
20 stressed and focus on the kids rather
21 than focusing on these titles.
22 So, we appreciate you very, very much
23 for allowing us to do this.

24

1 LORAIN PEONE: Thank you. We do have a
2 few more minutes. If anyone would like
3 to speak, please put your name in the
4 chat. Again. Please put your name in
5 the chat if you would like to speak.
6 We are here today to elicit comments
7 to assist the board of health in
8 relation to the changes to Article 47
9 that were proposed. Again, Article 47
10 is the Child Care Programs and Family
11 Shelter-based Drop off Child
12 Supervision Programs article.
13 You can still submit a comment as you
14 can see on the screen to email at
15 ResolutionComments@health.nyc.gov.
16 Again, that's r-e-s-o-l-u-t-i-o-n c-
17 o-m-m-e-n-t-s at health dot nyc dot
18 gov. Or you may submit on the website
19 https rules dot city of New York US.
20 I'm going to give till 10:58 a.m.
21 before I conclude. So please, there
22 is still time if you would like to
23 speak. If you are submitting
24 comments, we do ask that you do it

1 as soon as possible, and they must be
2 received by 5:00 PM today. So please
3 submit them. All right, it is 10:58.
4 We're still on the record. And since
5 I do not see anyone else that wants
6 to comment, I would like to conclude
7 this hearing. Please, again, submit
8 all comments by 5:00 PM today to the
9 email address and or to the website
10 on the screen.

11 Thank you everyone. The hearing is
12 now concluded.

13

14



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Name of the Translator: Julieta Lancioni