

Video Public Comments

- Brandy Sullivan - Thank you to Ms. Loflin at Holly Springs Elementary [English](#) | [Spanish](#)
- Kira Kroboth - [COVID Accommodations for High Risk/Disabilities](#)

Written Public Comments

Michael Caruso	Transgender and CRT	<p>I wanted to voice my opinion in that CRT and Transgenderism should not be taught in our public schools. These sensitive topics should be taught by parents to their children.</p> <p>As related to CRT, we should look forward and not back and forgive the sins of the past. America is a mostly a good country and not racist. To bring division now would hurt our civil rights and what Dr. King's accomplished for us.</p> <p>Finally, transgenderism is against God and the laws of nature. These teachings should be excluded from our schools. May God's grace move on you as you decide on how to proceed with this critical issue. A wrong decision could have eternal consequences on our society.</p> <p>Thank you very much.</p>
Brandy Sullivan	Proud parent of children that attend wake county public schools. (Thank you)	<p>Proud parent of three children attending Wake County Public Schools; WestLakeES & Holly SpringsES. In favor of fully funding our public schools. In favor of Leandro Plan. In favor of free lunches. In favor of raising bus drivers salaries. In favor of raising teacher pay. In favor of Special education. In favor of CCK classroom. I'd like to thank all the hard-working individuals that work at wake county public schools! In favor of CRT! The more we know, the better we become. My children are bi-racial & deserve to have a full understanding of our history.</p>
porter bowman	ocs	<p>I am porter i am talking about a nother issue with this program you have to do commey sevice and i think that is a good thing but none of the aother kids have to do it it feels like that people with dissbellits are being pushed becuase everyone else who goes to my school has to do that and the along with the other issue that i talked about last meeting</p>

Laurie Chamberlain	Banning Books	I want to thank you for not allowing Lawn Boy to be banded. Reading is supposed to expand our thoughts and ideas, not coincide with our confirmation bias. Books are supposed to inspire us, teach us empathy, and allow us to take a look at the lives of those who are different from us. They also allow people to feel seen and heard. Too many of these “parenting groups” want to ban books so they can censor the freedom of thought of those who don’t look or love they way they do. What are they so afraid of? Isn’t it funny that so many of these parents want to unmask their children, in the name of freedom, yet at the same time they believe in taking away the freedom of others to choose a book for themselves? And they certainly seem to mask what this banning is all about, which is pushing institutional racism and anti lgbtq policies in their schools. Thank you for standing up for our children!
Matt Chumney	Background Checks on Parents	Dear WCPSS Board of Education members and Ms, Moore Now that all parents have full permission to be inside their child’s school for sign out and volunteering. I hope the district is spending the money to do background searches on all parents. Just because we were in a pandemic does not mean the criminal activity stopped. This is a risk factor and I am requesting you address it.
Andrea Rose Biondi	Thank you for not falling for RW book banning	I want to continue to support the WCPS school board for not falling prey to the RW book ban effort. Book banning will only serve to give a narrow minded view of the world to students who should have access to books and media that promotes inclusivity and understanding of others who may have different ideas, beliefs and lifestyles
Sinead Borgersen	Support of masks and thanks to the administration and staff	I want to thank the school board and the administration for their leadership and support to keep our children safe over the last two years. I am a parent who is health compromised and also have a child who is health compromised and was important for them to wear masks and for me to continue because unfortunately the vaccine doesn’t fully work for us even though we’re all vaccinated. I really appreciate that mask wearing was mandated which kept my family safe and helped us also to keep our vulnerable neighbors safe. I appreciate that it is now optional as the numbers have reduced but we must realize that if the numbers start to rise again or another variant that we will need to go back and wear masks and this is reasonable for everyone’s safety. We aren’t wearing masks just for ourselves we are also wearing it to keep our bus drivers, the staff, the teachers , administrators and other children in the classroom who may be going home to other vulnerable people all safer. Again I want to thank Wake school and the county for their wonderful but tough work they’ve had to do over the last couple of years to ensure that everyone goes home and stays healthy. This is a pandemic that even if it turns endemic is not going to go away so people must realize that wearing a mask is like wearing a hard hat or safety goggles or oven mitts taking a hot pizza, or pie out of the oven.

		<p>May not be comfortable but it's necessary for the safety of all the children and adults. If we need to wear them again, we will and want to let the school board know that there may be some very loud voices shouting about mask wearing being wrong but there is a lot more parents who are supporting their kids being safe and taken care of than those unreasonable small proportion.</p>
Monica A Cox	Access to Books	<p>Thank you for upholding access to books recently for students. Parents, of course, have the right to determine what their children read in their own homes, but they DO NOT have the right to impinge another child's access to a book. Dr. Rudine Sims Bishop describes books as mirrors to reflect our own experiences and windows to show us worlds beyond our own imaginings. We need books that reflect the variety of human experiences so that all students can see themselves reflected on the shelves of their school libraries. We also need books that show students experiences beyond their own so they can expand their access to the world. Studies have shown that those who read more fiction have higher levels of empathy. It's hard, after all, to dismiss another after having walked two-hundred pages in someone else's shoes. In this time of great political and social divides, isn't providing access to multiple points of view exactly what we need so that we can find our common ground with each other? As a writer and a parent of children (high school and middle school) in Wake County schools, I encourage my children to read widely and ensure they are picking stories by a variety of authors and in various genres. I am also engaged in their reading life so that we can discuss if a book is perhaps not appropriate for their age or if they have questions about any depiction in a book. Children these days have much easier to access to so much worse via the Internet and I am much more worried about that than what they may find in the pages of the books carefully curated by our dedicated library staffs. I for one trust our media specialists to stock our school library shelves with the mirrors and windows our Wake County students need and deserve. Thank you again for standing up for access to books.</p>
Jana Dux	Appreciation of Support for our Students, Educators	<p>As a parent of two students in Wake County Public Schools, I just want to make a note of appreciation for how the board continues to work to support all of Wake County teachers, educational support staff, administrators, bus drivers, and of course, the students who attend the Wake County Public Schools. I understand that you are doing the very best you can with the limited resources you are granted by the NCGA, I thank you for prioritizing the needs of all students as they learn and grow into the next generation of citizens. Thank you for keeping the focus of Wake County Public Schools on what public schools are meant to do: teaching students what society needs them to know in order to be successful, informed, and engaged citizens.</p>

holly wilcher	breaking the spell for the sake of our children	<p>I've come to you before with the case for the refutation of germ theory, the case that the existence of the new SARS-CoV-2 virus is unproven, and that no convincing evidence exists to prove that viruses, any viruses, are pathogens. Now that unscientific mandates for our children are tabled temporarily, I come back to you again. It's time for you to dismantle the scientific lie perpetuating your unethical and unscientific policies harming children. Germ theory is a false dogma and belief system. Learning this fact is the foundation and basis for never needing to return to unscientific and unethical experimentation of our children ever again. Terrain theory uses an entirely different way to conceptualize illness based on real-world observations and clear scientific evidence. It's one that our world adopted before our medical model was corrupted 150 years ago. I hoped that once I presented the evidence through multiple public comments that you would investigate for yourselves because understanding the truth about the biology of our bodies ends any argument for whether we implement any pseudoscientific medical practices and ridiculous measures against nonexistent threats. I know escaping cognitive dissonance that challenging germ theory poses is a stretch for many. You only must look at the last two years of trauma-based mind control our children have been under with masks to see how strong it can be. And as a society we've been taught from birth that germs are "bad". What are the reasons behind me knowing that there is no evidence for the existence of pathogenic "viruses"?</p> <ol style="list-style-type: none"> 1. There is not a single scientific study published showing an isolated (separated from everything else) "virus" from a sample taken directly from a human, animal or plant without the sample first being combined with other genetic material (i.e., cell culture). 2. All "virologists" in the world agree with the previous point when asked. In fact, they all say that according to the book of microbiology, their definition of isolation is the use of a cell culture and therefore not the isolation of anything. Furthermore, they work under the unproven assumption that the samples they use in their experiments contain a "virus". 3. When health institutions and offices around the world have been challenged through Freedom of Information Act (FOIA) requests for all alleged "viruses" then they confirm my point #1, with stating that they have no documentation of an isolated "virus" from a sample taken directly from a human without the sample first being combined with other genetic material i.e. a cell culture. 4. The paper from 1954 by John Franklin Enders that laid the foundation of modern "virology" also contained a limited negative control experiment that showed that the same effect i.e., where the cells start dying could be seen without any alleged "infected" material. 5. Multiple negative control experiments have more recently been conducted that show when cells start dying in cell culture experiments that this happens without any alleged "infected" material
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i.e., a "virus". The real reason behind the death of cells has been determined to be the combination of starvation and poisoning of cells during the cell culture experiment.

6. In 2016 Dr. Stefan Lanka, a German marine and microbiologist won in the supreme court in Germany regarding the lack of scientific evidence for the existence of the measles "virus". The paper from 1954 with John Franklin Enders that laid the foundation of modern "virology" was one of six papers used against Dr. Lanka that was deemed unscientific by the expert witness due to a lack of correctly performed control experiments. This decision by the German court indirectly removed the whole foundation in so much invalidates the practice known as modern "virology".

Even the Lancet just published what would be considered last year, a "conspiracy". An article they've now published supports the fact that SARS-Cov-2 has never been properly isolated, categorized, or purified. Why would the world's leading medical journal do such a thing? The authors are saying they never isolated the virus, away from all other sources of genetic material, and that they never had a virus isolate when developing the PCR test. So, what did they do? They invented the virus genome on a computer. They also say because of the failure to isolate the virus, the PCR provides false positives from your own exosomes (ie cellular debris). Imagine that a medically fraudulent and scientifically meaningless test that stole 2 years of normal living from humanity.

I've been saying this for 2+ years. I've been labelled by people at "antiscience". I have been and will always "follow the science" that supports the integrity of the scientific method. I ask you to do the same because you have children's livelihoods at chance. It is incumbent upon all of us to understand what a virus really is. And therefore, with this understanding know, that it's unnecessary at the least and criminal at worst, to put our children through anything in the future that resembles what we've done to them for the last two years.

I truly hoped after these two years, that you and humanity would chart a different course. Unfortunately, we can clearly see that this course correction has not happened because you're already preparing an "on ramp" back to masking children. At the same time, many doctors like Thomas Cowan, MD, Andrew Kaufman, MD, and Stefan Lanka, PhD, as well as many others, persist in speaking about what they are seeing. They are not motivated to speak out except to explain the facts as best as they understand them. Doctors continue to explore ways of making the science as clear as possible, doing further studies to clear up any questions or doubts, and using whatever small influence they must share their insights with as many people as possible. Their

reasons are simple and twofold. The first is to stand behind what we know to be correct: the SARS-CoV-2 virus has not been shown to exist, which, of course, means that “COVID-19” cannot possibly be caused by this imaginary virus. The second, even more compelling reason is that humanity stands at a crossroads.

We are faced with two opposing futures. The first is a future based on the biology of our bodies, which is the evolutionary path intended for us by our creator. The second future is based on the properties of quartz, an “in silico” future. This will be a future in which the very fundamental nature of what it means to be a human being, the very essence of life itself, will be computerized, controlled, manipulated and surveilled. This second path is not a future I wish up for myself, family, friends or for the world. Science shows us repeatedly, the “in silico” path rests on a massive delusion, one that we must overcome. It is time for human beings to become mature, wise and humble guides for life on earth or our children will have no place here. Our children are relying on us getting this right. Our very existence and our children’s future depend on this awakening. I ask you to please seek to understand why you believe what you believe to be true. I ask you to please ask yourself why you know something is true. Appeals to authority do no constitute fact. Books you can read to learn more.

-Virus Mania by Torsten Englebrecht, Dr. Claus Köhnlein

-The Contagion Myth by Dr. Tom Cowan and Sally Fallon-Morell

-Breaking the Spell by Dr. Tom Cowan

-What Really Makes You Ill? By Dawn Lester and David Parker

-The Invisible Rainbow by Arthur Firstenberg

-Goodbye Germ Theory by Dr William P Trebing

<p>Shonda N Devereaux</p>	<p>An EXACT numeric rank - during a pandemic?</p>	<p>As a parent with a Junior at Green Level High School, I am requesting that the North Carolina School Board explicitly authorize local school boards to report a Latin Honors based class rank, or eliminate class rank from NC transcripts. In the event that such a change is not possible in time for the Class of 2023, I am requesting that North Carolina School Board policy be amended to provide students the option to withhold class rank or report Latin Honors based class rank for out of state colleges, scholarship programs, and private universities.</p> <p>As the North Central representative to the State Board of Education, your District encompasses some of the most competitive schools in both North Carolina and the United States as a whole. These are the students who are most seriously and directly harmed by NC class rank policy.</p> <p>Until the NC School Board updates the class rank policy, the Latin Honors policies of local school boards, such as WCPSS, will never successfully achieve their goals of reducing competition and allowing students to pick courses for interests and not weighted GPA. Eliminating this policy will also mitigate the impacts of the pandemic on NC students' college admissions and scholarship opportunities and allow them to compete fairly with students from other states who are not encumbered by class rank.</p> <p>The requirement for class rank stems from GS 116-11(10a) and is therefore scoped by GS116-143.1(a)(3) to only apply to UNC system schools. The State Board has the authority to redefine GRAD-009 as necessary to mitigate the impacts of the pandemic, such as by redefining class rank to utilize a Latin Honors system. Additionally, there is no law requiring the State Board of Education to print ANY FORM OF CLASS RANK on transcripts sent out of state or to private universities.</p> <p>The removal of class rank is imperative because the competition for class rank is not just unhealthy - the competition for class rank is fundamentally unfair. The GRAD009 Emergency Addition approved by the NC State Board of Education allowed students to manipulate their weighted GPAs, while making no provisions for class rank. The class rank at highly competitive high schools in your district is not an accurate measurement of academic performance, and similarly competitive high schools across the country no longer rank. Class Rank places NC students at a serious disadvantage, and disqualifies them from both admissions and scholarship opportunities.</p> <p>Producing a rank for my child is unfair because:</p>
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| | <ul style="list-style-type: none">- We were never informed about class rank- My child did not take AP courses freshman year because of the advice from the school- My child took fewer APs to provide a balanced schedule based on advice from the school- My child selected courses based on their interests and not weighted GPA- My child took fewer APs in order to participate in extracurricular activities, important for college admissions and scholarship as well as health and happiness- My child did not receive their primary course selections |
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Class Rank is harmful and We request that it be removed. Let the students of WCPSS be evaluated on their academic performance in high school, not on a metric disconnected from the grades they earned in their classes.

<p>holly wilcher</p>	<p>Masking from the perspective of a child psychologist and mother.</p>	<p>Please see Dr. Chloe Carmichael's perspectives on masking and children. https://www.drchloe.com/blog/psychologists-perspective-on-masks-and-children</p> <p>As a clinical psychologist and mother, I'm deeply concerned about masking children. Although I'm speaking from a psychology perspective rather than an infectious disease perspective, it may be a helpful backdrop to know that The New York Times reports that children have a greater risk from car rides than from covid. There are several domains where I'm concerned we're inadvertently tampering with healthy development by masking children for multiple hours on a daily basis. Obviously, each person and situation are different. As we consider what's best for our children, our communities, and ourselves, here is some information that might be helpful to put the social factors of masking children into perspective:</p> <p>1. Mirror neurons: We all have "mirror neurons" in our brains. These fascinating neurons fire in response to a face, and their response is (you guessed it) to mirror whatever expression is displayed on the faces we observe. For example, if I were feeling very happy and suddenly noticed my office mate across the room wearing a facial expression of sadness, my mirror neurons would respond to mirror the sadness-- I wouldn't begin to feel sad myself, but my brain would physically register the presence of my office mate's sadness. As you can see, mirror neurons are part of the neurological underpinning of empathy. Facial expressions, of course, showcase the mouth and nose--- smiles, grimaces, pouts, even a slight wrinkling of the nose can communicate anything from happiness to sadness to disgust, or anywhere in between. Even more subtle facial gestures like the tensing of a jaw or the pursing of the lips can signal more that we consciously realize we're observing-- but our mirror neurons are silently registering these signals and then quietly shaping our perceptions of, as well as our social responses to, the people around us. Yes, eyes communicate as well-- but the visibility of the mouth has been demonstrated as a primary player for facial expressions and mirror neurons; as well as a visual aid for learning and understanding speech.</p> <p>To disrupt the mirror neuron process in adults presents its own challenges to social connection, though at least adults have sophisticated social and verbal skills to "fill in the (giant) blank" that is created by literally masking the mouth and nose. I fear that masking children, whose social skills are less developed, could deprive them of an important and basic social connection device that Mother Nature so elegantly affords us: the face.</p>
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kids wearing face masks

2. Social cognition and language: It's no surprise that social development for children includes learning to read and send social signals; including reading facial expressions. We'll also include things like "reading lips" here as well, since reading lips helps young children tremendously to learn and understand language.

Social skills can be as basic as learning to recognize a smile as a friendly greeting and to offer one in return when you approach a group; or learning to not smile broadly when someone is wearing a sad expression telling a story about how their favorite toy got dumped in the garbage (it may be hard to believe for readers without experience with children, but the "toy in the garbage" story can actually sound quite funny to four-year-old ears).

Social cognition skill acquisition also includes things like learning the power of how cracking a slightly campy, sly, or nervous smile in a tense moment can help to introduce a touch of levity and decrease anxiety— for example, my five year old loves this type of humor in life's "uh oh" moments like when he suddenly can't find his special show-and-tell item anywhere at the exact "showtime" moment in class; and his (totally unmasked because I live in Florida) class will often respond to his sheepish smile with giggles that put him and themselves at ease. The same is true for other "faux distress" responses like an exaggerated sense of surprise. teenagers wearing face masks For example:

His teacher may form her mouth into an "O" shape and perhaps even raise a hand to cover her mouth in silly, pretend shock to convey a light "no-no" if something slightly inappropriate happens such a child letting out a loud and deliberate belch during storytime (ah, preschoolers!). The examples above are basic, but social cognition skills can be nuanced as well:

For example, if a twelve-year-old child (let's call her Morgan) see a small group of friends clustered together across the playground or classroom with relaxed facial expressions, perhaps with many of them simultaneously showing animated lips or laughing mouths, then Morgan can see that a lively conversation is likely unfolding. She might feel drawn to approach the group casually as she mentally prepares to join the fun. Conversely, if Morgan sees several friends clustered together with

their mouths paused in somber expressions while one child is speaking with their lips moving only subtly, as if speaking quietly or slowly, then Morgan might approach more tentatively or perhaps even realize that this might not be the best time to approach the group at all. This type of social awareness not only requires real-time ability to see facial expressions in order to facilitate awareness in the first place, but it requires a history of past experiences viewing facial expressions to create the social cognition skills necessary to recognize, process, and respond to this situation in a socially appropriate manner.

Moreover, the scene above describes what Morgan might be able to see and infer from unmasked faces before she is even close enough to hear a word of what the children are actually saying—masks obviously muffle our voices and prevent us from seeing the words that lips are speaking. kid inside the classroom lookin at the teacher This means the masks could also impede Morgan’s ability to successfully gauge the conversation as she approaches and then decide whether to give them space or join the group, based on her ability to pick up the vocal tone and content of the chatter. For example, are the girls talking about a favorite teacher where Morgan can chime in easily; or discussing something sensitive about what happened to them earlier in the day when Morgan wasn’t around?

If Morgan approaches the group and as she draws closer she sees that it appears to be a “private conversation” where joining might seem intrusive, the experience can go so much better for her if she’s able to detect this sooner rather than later, without masks literally masking much of the information she needs to read a group dynamic— plus, an absence of masks will allow a friend in the cluster who happens to see Morgan cease her approach can still make brief eye contact and throw her a small smile, perhaps even mouthing the words “let’s talk later!” as Morgan reads the situation and notices her friend in the group.

These small, subtle moments of social interaction are pivotal in social cognition, as well as in the sense of well-being we get from the social support afforded from well-informed social interactions.

While mirror neurons help us to register certain parts of facial-emotional information, social cognition helps us understand how to navigate this awareness interpersonally. Certainly, there are other factors that could guide Morgan, such as general body language, if her classmates were masked—but as a parent and a psychologist, I can tell you that getting kids to really read and understand social scenes even with the bright beacon of facial-emotional information can be a challenge. Why

make it even harder on them, unless absolutely necessary?

3. Self-esteem: When a young child engaged in group play suddenly feels left out, they may make an instantly recognizable pout as their lower lip sticks out into an upside-down U-shape. A parent or teacher from across the room sees this pout and is drawn over to ask the child what happened, thereby helping them to verbalize their experience— as well as potentially guide them to practice skills to remedy the situation (“Let’s tell Grayson it’s not nice to take toys away from people, but we’ll also let him know he can play with the toy in 5 minutes so the two of you can share.”). Similarly, when a young child is discovering something simple and wonderful such as the joy of building a tower 10 blocks tall, they may display a gleeful, infectious smile— stimulating a parent or teacher to draw near, smile back, give their chubby cheeks a squeeze and say, “Yes, you’re building an amazing tower, aren’t you?!”. These experiences are subtly communicating to children that their experience matters to others. Even if we do read the situation despite the masks and make a face of sympathy as we walk over to help, the child cannot read (or even see!) the empathy on our face as we approach— nor can the child who has taken the toy to learn from our face that his behavior has triggered a very specific response in the adults around him— and thereby learn that his own behavior is perceived as hurtful to others. Yes, we can convey this with words— but children are often somewhat pre-verbal, and sometimes there’s truly nothing like a friendly face to say a thousand words in a single moment.

boys and girls wearing face masks

Of course, a child’s experience matters to us even if the child is masked— but by masking the child, we’re losing one of the child’s key tools of communicating his experience to us— so we may inadvertently become less responsive. As adults, we understand that people don’t respond to our smiles or frowns when we’re masked because our facial expressions are largely invisible. This is more difficult for children to constantly bear in mind— moreover, in the examples above, the child isn’t even necessarily consciously searching for an adult to respond— the adult’s response is an unexpected enhancement to the child’s experience that simultaneously models social cognition while also communicating to the child that they matter.

I’m concerned that removing a key component of our ability to notice and respond to children’s facial

displays of happiness or distress could inadvertently create an environment that doesn't respond to children's basic facial expressions, thereby posing a threat to their self-esteem.

4. Emotional flattening-- I fear that if facial expressions repeatedly fail to yield normal supportive responses by adults or playmates for children (as explained in point 3 of this article), then facial expressions may become less rewarding to make-- and children may become less inclined to make them with the same frequency or intensity as before we began masking them for hours on end. In psychology, the facial feedback hypothesis states that while some facial expressions arise from emotions, emotions can also be informed by making facial expressions-- sometimes your body "knows" how you feel first (this is why holding your face in a woeful expression may evoke sadness, and smiling more often may improve your mood). I'm concerned tampering with children's ability to have rewarding socio-emotional experiences through normal facial expressions could lead to decreased facial expressions, and an emotional flattening where children are simply less emotionally (and socially) engaged with the world around and within them.

a very young kid wearing face masks⁵. Anxiety and depression-- All of the factors above could create a sense of isolation and disconnection-- which sets the stage for depression and anxiety (the Surgeon General's recent report confirms a spike in these issues for children since the pandemic). If children don't have the normal opportunities to learn how to navigate social situations, if adults don't respond to their facial expressions (because the adults literally don't/can't notice them), and if children are deprived of normal "face to face" social interactions, then how could we be surprised they experience an increase in feelings of isolation and disconnection?

CONCLUSION:

I've heard parents say they've been guided by "professionals" that it will be better for their children if they act like frequent masking is fine and normal; since kids take their cues from the adults they trust. In contrast, I'm actually concerned that signaling to our children that regular, ongoing masking of their nose and mouth is in any way healthy or normal is actually a form of gaslighting our children; and invalidating their natural awareness that covering their face as well as becoming effectively

		<p>blind to the facial expressions of others is actually not “normal and healthy”, especially in an environment where children are not generally vulnerable to serious harm from covid and adults have their choice of vaccines and antiviral treatments. Some parents say their children "like" wearing masks-- however, some adolescents also like to shut themselves in their room all day while scarfing down candy bars, and parents don't accept this as normal or healthy. Part of the work of adolescence is overcoming awkwardness with yourself, and sometimes overcoming introversion (taken too far, introversion increases vulnerability to depression and anxiety). Simply shrugging our shoulders and saying, "Oh, the child says they like wearing a mask so I guess that means it's okay," doesn't reassure me as a psychologist.</p> <p>I understand the pandemic hasn't been easy for anyone, there are exceptions to every rule, and there is no panacea. Each person has to do what is right for their particular situation, and I'm all in favor of parents weighing their options before making whatever choice is best for their family. But as a clinical psychologist and mother, I felt the need to share these points of concern that have been on my heart as well as my mind-- especially because it seems that speaking up for the side of concerns about masking children is somehow taboo in our current climate, I want parents to at least have the knowledge that other perspectives exist. I truly welcome ideas from all sides, and this article is in no way intended to be comprehensive. The point here is just to raise awareness about potential implications for masking children, especially for multiple hours daily on a frequent, ongoing basis.</p>
Dara Greenberg	Lack of special accommodations for medically high risk students	<p>My son is in the second grade and has a high risk cardiac condition. We are working hard to get accommodations in place for him in school now that masking is optional. This has been very challenging. We are working to schedule a much requested 504 meeting for next week, and are now being told by his school principal that participants from the school and the 504 committee may or may not be wearing masks. Such little empathy has been shown during this entire process as the parents of a high risk child who are trying to put procedures in place for these uncharted territories. This 504 is to protect our child and this group of wake county staff members cannot for one hour wear a mask so we can all come together for a child. So instead we will do this meeting virtually.</p>

Ruth Willenborg	Class Rank	<p>In May 2016, the Wake County school board unanimously approved the Latin Honors tiered approach to recognition, eliminating the naming of Valedictorian. To quote Superintendent Benton “We have heard from many, many schools that the competition has become very unhealthy, Students were not collaborating with each other the way that we would like them to. Their choice of courses was being guided by their GPA and not their future education plans.</p> <p>Latin Honors did not solve the problem - you needed to remove class rank. Many of us thought you did. Every similarly competitive school system in the country removed class rank. Less than 25% of students applying to elite schools like Caltech, Cornell and Brown submit ranks.</p> <p>WCPSS claimed state law prohibited you from removing class rank. It does not. The state law only applies to UNC system schools. We are requesting the option for the Class of 2023 to remove class rank for out-of-state schools and private universities, with full removal in 2024.</p> <p>Class rank is the first question in Common App. A hard cutoff for some scholarships. 41% of the Juniors at Green Level High School are AIG. 41% doesn't fit in the Top 10%. The math doesn't work. Summa and magna cum laude students are required to enter ranks in the bottom 50%. This is harmful.</p> <p>Additionally, the ranks the students are being forced to submit are unfair and inaccurate:</p> <ul style="list-style-type: none"> -Some students were denied AP and honors courses. This was especially true with the split schools during the pandemic. -Students who knew there was still a rank picked courses for GPA whereas others chose courses like Biomedical Technology and Technology, Engineering and Design or pursued interest in arts. -Students who used PC19 are directly compared with students who kept numeric grades. 8APs and PC19 will rank ahead of 11 APs. <p>Class rank competition escalates. Students are now cramming in Wake Tech courses - High school academic performance should not be measured by summer courses at Wake Tech. 41% will never fit.</p> <p>The answer is Latin Honors WITH class rank removed. Let our kids compete for college admissions and scholarships based on their in class academic accomplishments.</p>
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