

CITY COUNCIL  
CITY OF NEW YORK

----- X

TRANSCRIPT OF THE MINUTES

Of the

COMMITTEE ON FINANCE

Jointly with

COMMITTEE ON EDUCATION

----- X

May 16, 2016  
Start: 10:11 a.m.  
Recess: 3:19 p.m.

HELD AT: Council Chambers - City Hall

B E F O R E: Julissa Ferreras-Copeland  
Chairperson

Daniel Dromm  
Chairperson

COUNCIL MEMBERS:

Ydanis A. Rodriguez  
James G. Van Bramer  
Vanessa L. Gibson  
Robert E. Cornegy, Jr.  
Laurie A. Cumbo  
Corey D. Johnson  
Mark Levine  
I. Daneek Miller  
Helen K. Rosenthal  
Vincent J. Gentile  
Daniel R. Garodnick

## COUNCIL MEMBERS:

Margaret S. Chin  
Stephen T. Levin  
Deborah L. Rose  
Ben Kallos  
Andy L. King  
Inez D. Barron  
Chaim M. Deutsch  
Alan N. Maisel  
Antonio Reynoso  
Mark Treyger  
Rafael Salamanca, Jr.

## A P P E A R A N C E S (CONTINUED)

Carmen Farina  
Department of Education Chancellor

Ursulina Ramirez  
Department of Education Chief Operating Officer

Ray Orlando  
Department of Education Chief Financial Officer

Claire Totten  
Department of Education Pre-K department

Elizabeth Rose  
Department of Education Deputy Chancellor

Lorraine Grillo  
School Construction Authority President and CEO



2 CHAIRPERSON FERRERAS-COPELAND: Good  
3 morning and welcome to the City Council's seventh day  
4 of hearings on the Mayors Executive Budget for Fiscal  
5 2017. My name is Julissa Ferreras-Copeland and I'm  
6 the Chair of the Finance Committee. We are joined by  
7 the Committee on Education chaired by my colleague  
8 Council Member Dromm. We've also been joined by  
9 Minority Leader Matteo and Council Member Rodriguez.  
10 Today we will hear from the Department of Education,  
11 School Construction Authority. Before we begin I'd  
12 like to thank the Finance Division staff for putting  
13 this hearing together, including the Director Latonya  
14 McKinney, the Committee Counsel, Rebecca Chaisson  
15 [sp?], Deputy Directors, Regina Pereda-Ryan [sp?] and  
16 Nathan Toth, Finance Analyst, Elizabeth Hoffman,  
17 Kenny Grace, Brandon Wess [sp?], and the Finance  
18 Division Administrative Unit New York, Nicole  
19 Anderson, Myra Pegan [sp?], Maria Pegan, and Roberto  
20 Caterano [sp?] who pull everything together. Thank  
21 you all for your efforts. I'd also like to remind  
22 everyone that the public will be invited to testify  
23 in the last day of budget hearings May 24<sup>th</sup> beginning  
24 at approximately 3:00 p.m. in this room. For members  
25 of the public who wish to testify but cannot attend

2 the hearing, thank you. You can email your testimony  
3 at the Finance Division at  
4 [Financetestimony@council.nyc.gov](mailto:Financetestimony@council.nyc.gov), and the staff will  
5 make it a part of the official record. Today's  
6 Executive Budget hearing starts off with the  
7 Department of Education. The Department's Fiscal  
8 2017 Executive Budget totals 23.1 billion dollars,  
9 which represents a 1.2 billion dollar increase from  
10 Fiscal 2016's Adopted Budget. The Department's  
11 Executive Budget includes some significant changes  
12 from the Preliminary Budget, the Preliminary Plan,  
13 such as 64.5 million dollars for special education  
14 programs, 19.1 million dollars for the Mayor's Equity  
15 for Excellence Plan, which includes Algebra for All,  
16 AP for All and College Access, 17.6 million dollars  
17 for expanding career and technical education as  
18 called for by the Council in its budget response, and  
19 9.1 million dollars for physical education in order  
20 to bring all elementary students into compliance with  
21 the State Mandate. However, the budget does not  
22 include funding to provide universal free lunch to  
23 all public school students, which is something the  
24 Council has urged the Administration to support. The  
25 2015/2016 school year was the second year during

2 which the council funded universal free lunch in all  
3 standalone middle schools. In these schools, the  
4 students' participation in the lunch program has  
5 increased six percent without any drop in Title I--  
6 excuse me, thank you--in Title I funding as the DOE  
7 claimed would happen. In fact, Title I form  
8 collection is actually better in schools with  
9 universal free lunch compared to schools without it.  
10 Free lunch not only ensures that no student goes  
11 hungry, but also many may increase academic  
12 achievement and reduce the stigma of bullying  
13 associated with free lunch at school. The Council  
14 will continue to negotiate with the Administration  
15 throughout its budget process to ensure the funding  
16 for these important programs is included. Before we  
17 begin I'd like to remind my colleagues that the first  
18 round of questions for the agency will be limited to  
19 five minutes per Council Members, and if Council  
20 Members have additional questions, we will have a  
21 second round of questions at three minutes per  
22 Council Member. I will now turn my mic over to Co-  
23 Chair Council Member Dromm for his statement, and  
24 then we will hear testimony from our Chancellor.

2 CHAIRPERSON DROMM: Thank you very much,  
3 Chair Ferreras-Copeland. Good morning. I'm Council  
4 Member Danny Dromm and Chair of the Education  
5 Committee. Welcome to the Fiscal 2017 Executive  
6 Budget hearing on the Department of Education and the  
7 School Construction Authority. We will start today  
8 by hearing from the DOE's Chancellor, Carmen Farina,  
9 who will discuss the expense and operating portion of  
10 the DOE's Executive Budget, and then we will hear  
11 about the DOE's Capital Plan from Deputy Chancellor  
12 Elizabeth Rose, and SCA President and CEO Lorraine  
13 Grillo. The Department of Education's Fiscal 2017  
14 Operating Budget totals 23.1 billion dollars in the  
15 Executive Budget, which represents 27 percent of New  
16 York City's budget. If you combine that with the  
17 SCA's budget of 14.9 billion, that represents 45  
18 percent of the city's entire budget. DOE's Executive  
19 Budget on the expense side is 1.2 billion dollars  
20 more than the DOE's Fiscal 2016 Adopted Budget, and  
21 while I support many of the new needs added in this  
22 plan, there are still unanswered questions that I  
23 have about some of the Administration's priorities  
24 and spending choices. The biggest change in the  
25 DOE's Executive Budget is new needs for special

2 education programs which will expand existing  
3 programs, provide better support for schools, keep  
4 students in district schools, and enable the DOE to  
5 do a better job addressing students IEP mandates.  
6 This is a great improvement, and I'm happy to see so  
7 much attention on special education programs and  
8 especially in ensuring IEP mandates are properly  
9 followed. However, I am somewhat disappointed to see  
10 that nothing has been provided in the budget to  
11 better identify and support students with dyslexia.  
12 It has been estimated that between 150,000 to 200  
13 students in New York City have dyslexia, and that as  
14 many as three-fourths of students with dyslexia have  
15 not been identified. The dyslexic students deserve  
16 to be identified and helped. Failure to address  
17 their needs not only leads to poor performance in  
18 school, but affects their social and emotional  
19 wellbeing. With such a great effort to address  
20 students with special needs, it is time to address  
21 dyslexia in the New York City public school system  
22 and really give all students the best opportunity we  
23 can to thrive and to succeed. I'm also somewhat  
24 disappointed that we did not see a commitment from  
25 the Doe to better support LGBT students, although, I

2 have to say--I'm going off script here--that it was  
3 great to be able to see over the last weekend, the  
4 response from the Department of Education through  
5 Jared Fox, [sp?] who's done an excellent job in  
6 speaking for us, in response to the President's  
7 mandate on the treatment of transgender students in  
8 the schools. So, I think that's something we can be  
9 proud of, that we were prepared, that we had those  
10 guidelines ready, and that we have an LGBT liaison  
11 and we're leading the nation in that regard. So, I  
12 am interested in hearing today what the DOE's  
13 commitment and plan to support the LGBT liaison and  
14 LGBT students in the upcoming school year. I'm happy  
15 to report that we can see some results in the efforts  
16 DOE is making to improve student achievement. A  
17 February 2016 IBO report highlighted the advances New  
18 York City schools are making in students achievement,  
19 and that's really a significant report. That report  
20 showed that our students, when you factor in poverty  
21 and discrimination, are actually doing better than  
22 students from around the rest of the state, and  
23 that's a real tribute to what we're doing here in the  
24 New York City public school system. According to the  
25 report, the 2015 English language arts and math test

2 administered in grades three through five showed  
3 continued improvement in student proficiency rates in  
4 City schools and a shift in the performance of City  
5 schools compared to the rest of New York State. That  
6 shows tremendous improvement, that our teachers,  
7 administrators, parents and schools have been able to  
8 make. While these are great improvements, I was  
9 somewhat disappointed that universal school lunch was  
10 not included in the Executive Plan. This is the  
11 second school year with universal free lunch in  
12 standalone middle schools which is funded by the City  
13 Council. Ensuring that there is no stigma attached to  
14 school food and that all students have access to a  
15 healthy and nutritious lunch is something the Council  
16 is committed to. It is not only frustrating, but  
17 it's also puzzling that the Administration does not  
18 share this commitment. After two years of universal  
19 free lunch we see there has not been a loss in Title  
20 I revenue, that lunch forms or alternative income  
21 forms are collected at better rates than in schools  
22 with traditional lunch programs and participation has  
23 increased by six percent. We have heard from the  
24 Administration that they are still evaluating the  
25 cost of this program in comparing them to expected

2 changes in lunch participation, but how much more  
3 time do you need to evaluate this program? It has  
4 already been two years and we see the positive  
5 results. When can we make free lunch for all New  
6 York City public school students a reality? I do want  
7 to applaud the Chancellor on all the efforts towards  
8 creating more equitable schools. However, I want to  
9 make sure the Council and the community are involved  
10 in every step of the way, and the state is watching.  
11 As we heard in the State Senate hearing on Mayoral  
12 control, Albany wants to see that the Mayor, the  
13 Council and the community are involved and aware of  
14 the choices being made. I'd like to take this  
15 opportunity to thank the Administration and the  
16 School Construction Authority for their continued  
17 commitment to reducing class size and their 5.7  
18 billion dollar investment in school capacity. We  
19 still have work to do, but this is a great start, and  
20 I look forward to continuing to work with you. Before  
21 I conclude, I would like to thank the staff of my  
22 committee, Elizabeth Hoffman, Brandon West and Ken  
23 Grace, our Finance Analyst, Asia Schamburg [sp?], our  
24 Counsel, and Jan Atwell [sp?], and Joan Povolny  
25 [sp?], our Policy Analyst for the committee. I would

2 also like to introduce my colleagues, which I think  
3 they have been all introduced at this point. Is  
4 anybody in--we've been joined by Council Member  
5 Garodnick, Council Member Gibson and Council Member  
6 Rose, and Council Member Chin has just joined us as  
7 well. Okay. And we've been joined by some students  
8 here in the audience, the Student Leadership Council  
9 from MS 582K, Upper Academy. School District 14 is  
10 here, and the Advisors are Ms. Batey [sp?] and Ms.  
11 Duprene [sp?]. I hope I said that correctly.

12 Welcome, and thank you for being here with us. Great  
13 opportunity and a great way to educate students to  
14 see the actual workings of government. Thank you for  
15 being here. And with that, I'd like to turn this  
16 back over, and we welcome the Chancellor, and we're  
17 going to swear this panel in.

18 COMMITTEE COUNSEL: Do you affirm that  
19 your testimony will be truthful to the best of your  
20 knowledge, information and belief?

21 CHANCELLOR FARINA: [off mic] Ferreras-  
22 Copeland and all members of the education and Finance  
23 Committees here today. I'm grateful for the  
24 opportunity to testify and discuss Mayor de Blasio's  
25 Fiscal 2017 Executive Budget as it relates to the

2 Department of Education. With me this morning from  
3 the Department of Education are Ursulina Ramirez,  
4 Chief Operating Officer and my Chief of Staff, and  
5 Ray Orlando, the Chief Financial Officer. I want to  
6 thank Speaker Mark-Viverito, Chair Dromm, Chair  
7 Ferreras-Copeland and all the members of the City  
8 Council for your leadership, partnership and support  
9 on behalf of New York City's 1.1 million students in  
10 our school communities. The Mayor and I began  
11 working together a long time ago. At the time, I was  
12 a District Superintendent, and the Mayor was serving  
13 on my local School Board. Fifteen years later we're  
14 working together to transform the school system and  
15 achieve greater equity and excellence in all of our  
16 1,800 city public schools. We have initiated bold,  
17 critical reforms that are improving students'  
18 education and figures by starting early, supporting  
19 strong teachers, providing rigorous curriculum, and  
20 engaging communities. I would like to highlight some  
21 of our accomplishments. To create clear lines of  
22 authority in our school system, we align the  
23 responsibilities of supervising and supporting  
24 schools under superintendents. We created new,  
25 geographically-based borough field support centers

2 that provide integrated supports to our schools. To  
3 share strong practices, we created to important  
4 programs, Learning Partners and Showcase Schools.  
5 Together, these initiatives demonstrate a commitment  
6 to professional development and collaboration among  
7 educators in schools. Last year, we expanded or  
8 created new dual language programs in 40 schools, and  
9 next year we're opening new programs in 36 schools,  
10 reflecting our commitment to increasing multi-lingual  
11 offerings across five boroughs. Additionally, we  
12 created 15 new model dual language programs to foster  
13 cooperative practices among dual language educators  
14 and provide support and guidance to school staff  
15 interested in opening programs. We redesigned our  
16 division of family and community engagement, FACE, to  
17 strengthen relationships between schools and their  
18 communities. We're providing increased professional  
19 development trainings for parent coordinators, parent  
20 leaders and family coordinators. We are pleased that  
21 parents are participating more in school-based  
22 workshops and attendance at parent/teacher  
23 conferences increased by 38 percent this year  
24 compared to the same period last year. Our adding  
25 the student-led conferences as part of our middle

2 school mandate has made a major difference because  
3 the students are dragging their parents to  
4 parent/teacher conference. In one of the districts,  
5 District 14, almost at 100 percent parent involvement  
6 in parent/teacher conferences. To better communicate  
7 with the approximately 43 percent of our parents who  
8 speak a language other than English at home, we have  
9 expanded language access service including hiring a  
10 new language access coordinator at each of the  
11 borough field support centers. We created 130 new  
12 community schools, and these community schools are  
13 truly what they mean. They are not just for  
14 students. They are for their families and the  
15 community at large. We invested 23 million annually  
16 in arts education funding allowing for the hiring of  
17 300 new arts teachers and resulted in the most art  
18 teachers in a decade, and 22,000 more students  
19 receiving arts education. I was at the Metropolitan  
20 Museum this past week, and one of the things that we  
21 have been encouraging museums to do is have evenings  
22 for teenagers, and they just had 4,000 teenagers on a  
23 Friday night, and that to me is what museums should  
24 be doing and can be doing, because they will be the  
25 patrons of the future, and if they don't see museums

2 as a place to spend leisure time, we're not going to  
3 have those patrons in the future. To continue to  
4 engage students in the learning process after school  
5 ends this year, summer school will include a new  
6 curriculum, college-level and STEM-oriented  
7 enrichment program and visits to some of the City's  
8 most important cultural institutions. Both mandated  
9 and non-mandated students will participate in these  
10 programs. To see STEM in action, this Saturday I  
11 went to Kaizer Park, actually with City Council Mark  
12 Treyger and a whole bunch of other people, and saw  
13 what it was like when the Parks Department, Housing  
14 Departments and the unions and the DOE come together  
15 to do something that's really spectacular, and those  
16 are the things we expect to see a lot more of. And  
17 finally, in collaboration with the City Council, we  
18 created approximately 220 new athletic fields, the  
19 majority of which offer small schools and for girls'  
20 teams. As a result, an additional 3,000 students  
21 have access to inter-scholastic athletics.  
22 Additionally, with generous funding from the City  
23 Council this year, we have been able to provide  
24 intensive restorative justice programs in 15 schools,  
25 and also with City Council funding, for the first

2 time our school communities will benefit from the  
3 programming and support of an LGBTQ community  
4 liaison. I just want to say a word about Jared Fox.  
5 He has been an unbelievable asset to this program,  
6 and we decided strategically not only to have him  
7 work with teachers, but to start by working with  
8 parents, because we felt that if parents were on  
9 board the rest would be easy, and he's been going  
10 throughout the City and meeting with all the parent  
11 coordinators in the City about how they might talk to  
12 parents in their respective schools by different  
13 issues, he's been overwhelming well-received, and I  
14 know the other day he did a New York One interview  
15 and really laid the basis of what I think is  
16 something New York has done particularly well. Next  
17 month the DOE will host its first ever Pride event at  
18 Tweed [sic]. We also worked with the Council to  
19 pilot a program in two school districts to provide  
20 all middle and high schools with feminine hygiene  
21 products to provide all students and their families  
22 with free Microsoft software to use at home and to  
23 increase civic engagement and voter participation  
24 among high school students. At this moment, we asked  
25 one of the high schools out in Staten Island to

2 develop a campaign in their elective graphic arts  
3 department that will encourage all high school  
4 students to go vote, those that are eligible, in  
5 November, because we want this to be a student-to-  
6 student campaign. Many of these initiatives would  
7 not have been possible without mayoral control.

8 Mayoral control is the best and most efficient way  
9 our city can support our students and our schools.

10 Not only is Mayoral control a proven system, it's the  
11 only system that cuts through chaos, corruption and  
12 dysfunction that pervaded our system for so many  
13 years. In my 50 years in education I have seen every  
14 way of governing schools, decentralized, centralized,  
15 school boards, regional. I've seen it all and done  
16 it all, and I can tell you that we would not have  
17 been able to make the positive changes made thus far  
18 without mayoral control. It has an accountability  
19 system, but most important, it also has an efficiency  
20 component. The Mayor came into office in January  
21 2014, committed to giving New Yorkers free, high  
22 quality pre-k for all. By September 2014 we had  
23 expanded free, full day high quality pre-k to more  
24 than 53,000 four-year-olds across the City, more than  
25 doubling the number of students getting a jump start

2 to their education. Such an ambitious effort and  
3 such a meaningful outcome simply could not have  
4 happened without mayoral control. This year, more  
5 than 68,500 children are on the path to lifelong  
6 learning pre-k. That's more children than there are  
7 in the entire school district in Boston. And I want  
8 to be clear, this is not about numbers. This is also  
9 about quality. If you visit a pre-k in the City of  
10 New York there are certain things you're going to see  
11 in every single one of them. You're going to see students  
12 talking. You're going to see students experimenting.  
13 You're going to see students being exposed to things  
14 they would not have been able to had them been at  
15 home. The most important thing to me is also that in  
16 every pre-k there is a certain time set aside every  
17 single month for parenting classes and parent  
18 engagement. So we're hoping that the culture that is  
19 done in pre-k will move on, and when I go to  
20 kindergarten classes and I visit them all the time, I  
21 always ask the teachers what's the difference between  
22 this kindergarten this year and the one's you've had  
23 in the past, and overwhelmingly I'm hearing pre-k has  
24 made a difference. So, it's not the numbers. It's  
25 the quality and what it has done. And while--under

2 mayoral control more students are graduating and  
3 attendance is improving. This year the graduation  
4 rate was over 70 percent for the first time in the  
5 City's history, and while there's more work to be  
6 done to close opportunity achievement gaps we're  
7 seeing improvements across the board. More of  
8 Latino, black and Asian students are graduating and  
9 fewer of them are dropping out. At 92.2 percent  
10 citywide attendance is the highest it's been in a  
11 decade. While I am pleased that together we have made  
12 critical progress, I know there is still more to be  
13 done. The Mayor and I have pledged to meet rigorous  
14 benchmarks, and we will continue to strengthening  
15 instruction, expanding opportunities, engaging all  
16 families to ensure there's a clear path to college or  
17 a meaningful career for our 1.1 million students. To  
18 achieve the Administration's goal of equity and  
19 access through the system, we're implementing several  
20 critical initiatives. to boost literacy, the  
21 Universal Literacy Program places reading coaches,  
22 teachers with demonstrations [sic] in literacy  
23 instruction in every elementary school. I want to be  
24 clear that dyslexia is one of many disabilities, and  
25 it is one that is most difficult to diagnose. So

2 there are many ways of dealing with students dyslexia  
3 and this literacy--Universal Literacy coaches in our  
4 pre-k to second grade continuum are one of the  
5 answers to that specific problem, because many of our  
6 teachers are coming into early grade without really  
7 knowing how to teach phonics and phonemic awareness,  
8 and these coaches are going to be very instrumental  
9 in making sure that that happens. The same thing with  
10 Orton-Gillingham trained teachers in Staten Island,  
11 for example. There would be at least one, but  
12 possibly two Orton-Gillingham in every single  
13 elementary school starting this September. Algebra  
14 for All, AP for All, Community Science for All seek  
15 to provide students with the skills and courses they  
16 need to be successful in college and in today's job  
17 market. For too long we touted how many of our  
18 students got into college. Believe it or not, that's  
19 not as difficult as it sounds. What is difficult is  
20 staying there and certainly going from freshman year  
21 to sophomore year. So one of our goals this year is  
22 to make sure that the kind of rigorous instruction  
23 that the students get in AP for All as part of that  
24 rigorous instruction prepares them as researchers, as  
25 writers and as readers to be able to succeed in

2 college. College Access for All Middle School will  
3 provide students early exposure to college, while  
4 College Access for All High School will ensure our  
5 students have access to resources and supports they  
6 need to ensure a path to college. This year we had a  
7 College Awareness Day where everyone wore their alma-  
8 mater shirts to school to be able to talk about  
9 college as young as kindergarten. Our kids need to  
10 know what the word means. They need to know it's  
11 aspirational, and they need to know it's an expected-  
12 -not something that only certain families aspire to.  
13 The single family--the Single Shepherd Program in  
14 Community District Seven and 23 will pair students  
15 with dedicated counselors and social workers who will  
16 support them through high school and see them into  
17 college. We're also asking high schools to one a  
18 month have their alum come back and talk to the  
19 existing students about how they might mentor and  
20 what they need to know in order to stay in college  
21 rather than drop out because it is too hard or  
22 traveling is difficult. We want to make sure we have  
23 those partnerships. All students regardless of what  
24 type of public school they attend deserve to benefit  
25 from the combined knowledge of our supremely

2 talented, gifted teachers and administrators. The  
3 District Charter Partnership Program will pair  
4 district and charter schools together to force the  
5 stronger relationships and the sharing of best  
6 practices. Now I will discuss our budget for our  
7 schools. The 2017 Executive Budget includes an  
8 allocation of approximately 23 billion dollars in  
9 operating funds and another six billion dollars of  
10 education-related pension and debt service fund. Our  
11 funding is a combination of city, state and federal  
12 dollars with tax levy dollars making up the largest  
13 share of 57 percent, state dollars at 37 percent and  
14 federal dollars at six percent. The Mayor's proposed  
15 2017 budget for our school build on this  
16 Administration's progress and makes targeted  
17 investments to ensure the students have access to  
18 rigorous instruction and instructional and non-  
19 academic support to boost student achievement. With  
20 the increase in state support this year, we will  
21 ensure that no school funded at less than 87 percent  
22 of fair student funding level. Specifically, the  
23 2017 budget allocates approximately 160 million to  
24 schools to increase fair student funding weights  
25 [sic] for English language learners and size [sic]

2 and raise the level of funding access across our  
3 schools to average of 91 percent fair student  
4 funding. For too long English language learners have  
5 suffered from non-funded mandates, and it is crucial  
6 that we actually put money in school's budgets so  
7 they can do right by these students. With an  
8 investment of approximately 190 million dollars, the  
9 City will continue to provide targeted, tailored  
10 support to 94 schools in the renewal school program.  
11 Recently Commissioner Elia has been in New York  
12 visiting our Renewal Schools, and she's particularly  
13 impressed by the amount of support the schools are  
14 getting and the pride that the teachers have in the  
15 work that they're doing, and I expect this to be a  
16 very successful initiative. In January, the DOE  
17 launched a new initiative to provide direct bussing  
18 for all students in K to six currently living in a  
19 shelter to reduce the travel time and hardship many  
20 face. The Executive Budget also provides funding in  
21 2017 to address the educational needs of students  
22 residing in shelters. This new money will towards  
23 targeted new initiatives such as literacy programs  
24 and enrollment support inside shelters, additional  
25 school social workers and new technology to ensure

2 DOE staff inside shelters can be in constant contact  
3 with families and schools to address attendance and  
4 other challenges in real time. Supporting and  
5 expanding career and technical education programs has  
6 always been among my top priorities as Chancellor.  
7 The Executive Budget provides funding for CTE teacher  
8 salaries, equipment, consumables, and course  
9 materials that will ensure CTE programs have the  
10 foundational resources they need. This new CTE  
11 funding will strengthen existing programs,  
12 approximately 270 across 120 schools and open 40 new  
13 CTE programs by 2018/19 all while developing a  
14 performance management system expanding teacher  
15 capacity and completing industry trainings and  
16 internships. I want to be clear that one of the  
17 stumbling blocks in the CTE programs in the past has  
18 been state legislation on getting the appropriate  
19 licensing for people who work in the CTE programs and  
20 Commissioner Elia actually on a visit to East River  
21 Academy, otherwise known as Rikers Island, this past  
22 week, assured us that this is one of her priorities  
23 that she will fast-forward to ensure that the  
24 licensing that is required for nursing programs,  
25 pharmacy programs, carpenter [sic] will be done and

2 will be done in time for September. Also, this  
3 weekend when I went to Kaiser Park for the special  
4 STEM event, one of the surprises, and I actually just  
5 mentioned it to some of you, and Debbie, I want to  
6 talk to you later about this. We are not using the  
7 resources of our waterways in the ways that we  
8 should, and here was a program that was run by the  
9 DOE, Parks Department and the Carpenters Union, and  
10 the Carpenters Union is also the union that supports  
11 divers, because as he was explaining to me, the  
12 President, you build underwater the same way that you  
13 build on land, and he's seeking a CTE program to  
14 ensure because these jobs start at 80,000 dollars a  
15 year. So, we need to do more work with our unions  
16 and make sure that they're part of our plans.

17 Mayor's Executive Budget makes an unprecedented  
18 investment to move all elementary schools to  
19 compliance with state physical education regulations  
20 by June 2019. To support this effort, funding has  
21 been allocated to support the hiring of more  
22 certified physical education teachers and central  
23 staff that will provide intensive PE support with  
24 elementary, middle and high schools citywide to  
25 overcome instructional scheduling and operational

2 values. The Executive Budget also invests  
3 significant resources to enhance social/emotional  
4 learning in our schools through significant funding  
5 of Restorative Justice programs, climate supports for  
6 educators in high-needs and mental health programs.

7 I should say also that as part of our principal  
8 training and superintendent training, all of them  
9 have been going through an extensive social/emotional  
10 training as adults on how they may actually bring  
11 this back to the field of the people they work with.

12 As part of Thrive New York City, the Administration's  
13 action plan to support the mental wellbeing of New

14 Yorkers, all pre-k students will learn  
15 social/emotional skills, and the hundred school with  
16 the highest numbers of suspensions will receive

17 mental health supports. Since 2009, the state has  
18 not met its court-ordered obligations under the

19 Campaign for Fiscal Equity lawsuit. In this school

20 year alone, New York City public school students have  
21 been shortchanged some two billion dollars in state  
22 education funds. Adequate funding from the state

23 would be able to hire more arts teachers and guidance  
24 counselors in schools throughout the system. While we  
25 are confident we are headed in the right direction,

2 we know there is more hard work ahead. I look  
3 forward to working with you to build on this work  
4 along educators and families. Together, we can  
5 achieve our goals of making New York City not only  
6 the biggest but the best and brightest urban school  
7 district in the nation. Thank you for your support  
8 and opportunity to testify before you today. We are  
9 happy to answer any questions you may have.

10 CHAIRPERSON FERRERAS-COPELAND: Thank  
11 you, Chancellor. I just wanted to--before we get  
12 [sic] to questions--to thank you for engaging and  
13 always being available especially when we had our  
14 conversations about feminine hygiene products and the  
15 difference that it's making in the 25 schools that we  
16 are piloting. We've gotten nothing but positive  
17 response, and I think in many ways this had lead the  
18 national conversation, and everybody's very eager to  
19 see how this is rolled out in New York City so that  
20 they can do it. And I'm talking to a lot of  
21 legislators across the country. In talking about  
22 national and how we're leading our way, I wanted to  
23 ask a particular question on the LGBTQ  
24 representative. The Executive Budget did not provide  
25 funding to support the LGBT liaison position the

2 Council funded in Fiscal 2016's budget. Is the DOE  
3 going to support this position next year, which I  
4 hope that's a yes? Please explain how the DOE will  
5 maintain the position for the coming year, and as you  
6 mentioned in your opening statement, it's been an  
7 incredible--it's an incredible resource to have. You  
8 spoke of the success of the program. So, not only  
9 supporting that position, but it also seems to have  
10 one person in this huge school system that you run,  
11 it seems like he needs more support. So, kind of, if  
12 you can walk me through your vision on what you see  
13 that position looking like for the next year.

14 CHANCELLOR FARINA: Well, I think we have  
15 to take this two parts, and the part one is yes, we  
16 would assume Jared under our finances. It makes sense  
17 for many reasons. I think also when you do something  
18 that everybody's watching, because they're not only--  
19 I mean, we just had 140 superintendents that came to  
20 visit us from all over the country on many issues.  
21 You have to make sure it gets done right and that you  
22 develop a pattern of how to do it and how to  
23 disseminate. For example, originally when this  
24 position came available, we thought it would be  
25 teacher education that we would start with that, and

2 although that's important, we found that working  
3 through parents first actually made more sense. So,  
4 a lot of the work that Jared is doing he's doing  
5 through--under Doctor Yolanda Torres in making sure  
6 that parent coordinators get trained so that they  
7 then can work with other parents. So, I think this  
8 is the most important thing. I mean, obviously, like  
9 everything else we will be reviewing and the moving  
10 forward as we see, but I think training people in the  
11 field to be able to answer questions, explain what's  
12 happening, is our most important thing. I think  
13 we're on the way with this particular position right  
14 now.

15 CHAIRPERSON FERRERAS-COPELAND: Great.  
16 We can't express often enough that he needs support,  
17 and you know, we would like to see that as--this is  
18 the begin--well, the final steps of our budget  
19 negotiating and we just want to make it an ask-for  
20 [sic] and make sure that it's on the official record.  
21 Now, you mentioned this also in your opening  
22 statement, but how does the effect of DOE's currently  
23 bathroom policy and how the DOE will implement the  
24 President's directive? I know that we've been  
25 leading the nation, but if you can walk us through

2 what that policy will look like--looks like now, and  
3 if there's any change that we should be expecting?

4 CHANCELLOR FARINA: Well, we have been--  
5 we have started this already in many schools. I  
6 think it's school by school. Certainly, you know,  
7 it's almost like having, you know, a unisex bathroom  
8 approach, you know, at many of our new schools, but  
9 also I think it includes training of teachers, parent  
10 meetings so that parents understand what's expected.  
11 To some degree, this is very low-key, because we  
12 don't see this as a major political--we just think  
13 it's the right thing to do. So, certainly, I can  
14 give you the names of some of the schools that have  
15 already done it, and if people want to go visit and  
16 see how it's been implemented, I think that's the  
17 easiest way to understand that kids are much--  
18 students are much better at accepting this, sometimes  
19 than adults.

20 CHAIRPERSON FERRERAS-COPELAND: Now, are  
21 we able to see this in elementary, junior high and  
22 high?

23 CHANCELLOR FARINA: I think we're starting  
24 to work more backwards with high school and middle  
25 school, and then--

2 URSULINA RAMIREZ: What I would also like  
3 to note is in the--

4 CHAIRPERSON FERRERAS-COPELAND:  
5 [interposing] Can you just state your name for the  
6 record?

7 URSULINA RAMIREZ: Oh, sorry. Ursulina  
8 Ramirez, Chief Operating Officer and Chief of Staff  
9 at DOE. And Deputy Chancellor Elizabeth Rose is also  
10 going to discuss this in her capital hearing, but  
11 what we're really working on is a lot of signage  
12 issues because we want to make sure that people are  
13 aware at the school buildings, and as the Chancellor  
14 noted, working directly with high schools and then  
15 middle schools and elementary schools, but impacting  
16 all of our schools.

17 CHAIRPERSON FERRERAS-COPELAND: Okay, and  
18 do you have a--

19 CHANCELLOR FARINA: [interposing] And I  
20 should say also that as we get more regress [sic]  
21 from principals, we've identified agencies like the  
22 Ackerman Instituted and other places that will go to  
23 schools and talk to parents, particularly in terms of  
24 students who are trans gendering, because it is  
25 actually happening younger and younger. So I think

2 that's part of our policy who are the people who can  
3 support the schools and individual parents.

4 CHAIRPERSON FERRERAS-COPELAND: Thank  
5 you. In Fiscal 2015's Adopted Budget, the Council  
6 allocated 6.25 million to provide free lunch in the  
7 middle schools, which unfortunately was used to only  
8 fund standalone middle schools rather than all middle  
9 schools. Last year, the Council requested universal  
10 free lunch for all students, but instead, the  
11 Administration decided to serve free breakfast in the  
12 classrooms in standalone elementary schools. Why  
13 hasn't the DOE committed to extending free lunch to  
14 all middle schools and what are the obstacles  
15 preventing us from providing free lunch to all  
16 students?

17 CHANCELLOR FARINA: Well, this is  
18 certainly something we're looking more into. It's a  
19 matter of priorities and what we're finding in the  
20 standalone middle schools that that was one of the  
21 places where you're talking about peer pressure was  
22 not only more prevalent, but we thought we could  
23 lessen it to some degree, but I think also with the  
24 standalone middle schools, again, we didn't just do  
25 free lunch. What does the environment look like?

2 We've actually renovated cafeterias look more  
3 pleasant. We've actually sent out people. How do  
4 you program for lunch so you can have a flip-flop  
5 lunch. So with a big emphasis on standalone middle  
6 schools, we have already done a major job of making  
7 sure that all students have lunch. I think in terms  
8 of going forward, we would certainly look at other  
9 places to start, but you know, here again there  
10 isn't--there are very few children if any that do not  
11 each lunch in any of our schools for lack of any  
12 process.

13 CHAIRPERSON FERRERAS-COPELAND: How does--  
14 -how much is--how much would it cost to expand the  
15 universal free lunch to all students?

16 CHANCELLOR FARINA: Okay. I don't have  
17 that number, but I can get it--

18 CHAIRPERSON FERRERAS-COPELAND:  
19 [interposing] Okay, we'd like you to get that number  
20 to us before we shake hands on this budget. It's  
21 important to this Council. Restorative Justice, last  
22 year the City Council funded a Restorative Justice  
23 Program using a model that relied on community-based  
24 organizations. Much of the work is contracted out,  
25 and the DOE has not done a solicitation for

2 Restorative Justice Programming. Since both the  
3 Council and the DOE are looking to change the way  
4 schools handle discipline, isn't it time to find new  
5 partners or align the scope of work with new  
6 practices?

7 CHANCELLOR FARINA: Well, first of all,  
8 and I'll let Ursulina be more specific, this is not  
9 something that you simply hire someone to do. There  
10 was a lot of research there involved. What are some  
11 of the issues in each school? This is not one-size-  
12 fits-all program. How do we train teachers and  
13 administrators to make sure that this doesn't become  
14 just one more program that's get thrown into a school  
15 without anybody buying in? So a lot of the work that  
16 had to be done preliminarily is choosing the right  
17 schools, training the administrators and the teachers  
18 in those schools on what it is to do, and then  
19 changing other things so they match with it.

20 URSULINA RAMIREZ: And I just want to  
21 note, we're incredibly grateful for the money that we  
22 received for the Restorative Justice programs. We  
23 also had some lessons learned in the process. As you  
24 noted, the 15 Restorative Justice Programs that we  
25

2 have in schools didn't get--they got started fairly  
3 late within the school year in February.

4 CHAIRPERSON FERRERAS-COPELAND: Right.

5 URSULINA RAMIREZ: And so with that we  
6 learned a lot about, you know, how do we both recruit  
7 additional CBO's to partner with us, and so we have  
8 some work to do for this upcoming school year.

9 CHAIRPERSON FERRERAS-COPELAND: So was the  
10 late start related to the fact that you couldn't find  
11 partners?

12 URSULINA RAMIREZ: We were working  
13 through partners and through our MTAC [sic] process.  
14 So we had some internal hurdles at figuring out the  
15 CBO partners that we currently already have  
16 relationships with that could work in our schools.

17 CHAIRPERSON FERRERAS-COPELAND: Okay, so  
18 what is--

19 CHANCELLOR FARINA: [interposing] I think  
20 it's finding the right partners, but making sure also  
21 they are exactly that word, partners. I do not want  
22 to see programs that are add-on's to the school day.  
23 So it means how do you get the principal and the CBO  
24 to come and talk together and say, "Well, this is  
25 what I can provide, but this is what my part is." So

2 it's more of a delicate process, and we want to make  
3 sure that these relationships are deep and strong and  
4 everybody comes to the table. So I fully expect that  
5 these will be up and running in September, but it  
6 has--it's the right partners, the right partnership,  
7 and then the right way of evaluating what we're  
8 doing.

9 CHAIRPERSON FERRERAS-COPELAND: Go ahead,  
10 I'm sorry.

11 URSULINA RAMIREZ: And since we have some  
12 more lead time leading into this upcoming school  
13 year, and as I said, we had some lessons learned from  
14 the implementation this year, we can actually--we're  
15 figuring out our internal--the RFP process that we  
16 can do to get more CBO's so that we can still fit  
17 more CBO's into working with the DOE.

18 CHAIRPERSON FERRERAS-COPELAND: So,  
19 usually the RFP process has its own timeline and it  
20 seems like it's very short for the next fiscal year,  
21 so how are we to be confident that in September  
22 you'll be rolling out strong Restorative Justice  
23 Program, or can you--

24 CHANCELLOR FARINA: [interposing] Well I  
25 think what we have now that we didn't have last, we

2 have some models that are already working, but just  
3 as an example, we started the community schools. We  
4 started a major emphasis on guidance counselors. We  
5 have actually started almost depleting the people who  
6 can do all this work. So one of the things we want to  
7 do with the CBO's is make sure that they're also able  
8 to recruit high quality people to work on this. So,  
9 this has been--we have changed almost our entire  
10 philosophy in all our schools to be more  
11 socially/emotionally ready for all our kids, starting  
12 in elementary school. So, there is a--now, I wouldn't  
13 say a lot. There needs to be more people who can  
14 come to the table to provide these services, but it's  
15 like pre-k. It's not any pre-k. It's high quality  
16 pre-k. So, it's got to be high quality CBO and high  
17 quality training.

18 CHAIRPERSON FERRERAS-COPELAND: Thank  
19 you. I want to give my colleagues an opportunity to  
20 ask their questions. So I'm going to leave my  
21 additional questions to the second round with a focus  
22 on transportation and school custodians, but now we  
23 will hear from Chair Dromm. So, we've been joined by  
24 Council Member Grodenchik, King, Reynoso, Miller,  
25 Deutsch, Levine, and Rosenthal.

2 CHAIRPERSON DROMM: Thank you very much,  
3 Chair Ferreras-Copeland, and thank you, Chancellor,  
4 for coming in today and giving your testimony. I'd  
5 like to start with citywide savings programs. The  
6 DOE has projected a savings of 59 million dollars in  
7 the Executive Budget; 38 million of that savings is  
8 coming from e-rate [sic], re-estimates and the Intel  
9 settlement, meaning the savings the plan for the DOE  
10 is relatively small when compared to the 23.1 billion  
11 dollar budget. Can you explain the DOE savings plan  
12 and how you calculated these savings, and what is the  
13 OTPS savings of 6.1 million dollars?

14 RAY ORLANDO: Hi, I'm Ray Orlando. I'm  
15 the Chief Financial Officer. So, so far in this  
16 current fiscal year we've identified 96 million  
17 dollars in savings, of administrative savings, and in  
18 fiscal year 17, the upcoming year, we have identified  
19 151 million dollars in savings. These savings  
20 essentially reflect a smarter use of central  
21 administrative funds and improved revenue  
22 collections. The savings do not come from school  
23 budgets or services or any new fees or fines. What  
24 we have done is we are eliminating approximately 100  
25 central vacancies that we have. So, positions that

2 are currently unfilled will remain unfilled in the  
3 upcoming year.

4 CHAIRPERSON DROMM: And what is the  
5 savings on that? Is that 8.4 million?

6 RAY ORLANDO: Yes, that's the 8.4, yes.  
7 We also intend to reduce per-session expenses for  
8 centrally managed programs, so not in schools but  
9 centrally managed per-session costs. That is another  
10 six and a half million dollars. On the savings in  
11 the OTPS budgets of 6.1 million dollars, essentially  
12 what we're doing is we're informing central divisions  
13 that they will have less OTPS funds to spend on  
14 things like [inaudible] OTPS expenses. Some--

15 CHAIRPERSON DROMM: [interposing] What?

16 RAY ORLANDO: On all your normal OTPS  
17 expenses like supplies, travel, whatever, you know?  
18 Pick an OTPS expense. We're noticing the central  
19 division that they have to reduce their expenses. So  
20 they will just have less OTPS money to spend.

21 CHAIRPERSON DROMM: That's from the  
22 schools?

23 RAY ORLANDO: No.

24 CHANCELLOR FARINA: No.

25 CHAIRPERSON DROMM: No?

2 RAY ORLANDO: No, I'm sorry, that's  
3 central.

4 CHANCELLOR FARINA: The DOE.

5 RAY ORLANDO: That's central. That's  
6 absolutely not schools. That's from central.

7 CHAIRPERSON DROMM: Okay. Let me go to  
8 charter schools. How many special education students  
9 attend charter schools, and what is the per pupil  
10 tuition rate for special education students in  
11 charter schools, and how does this compare to  
12 traditional schools?

13 RAY ORLANDO: Pardon me. Trying to find  
14 the page. Apologies. The special education tuition  
15 for varies by type of setting, as I think you know.  
16 So, for special education, 20 to 50 percent of the  
17 time. In the upcoming year, it will be 24,417  
18 dollars. For a special education setting more than  
19 60 percent of the time, that is 33,076 dollars. The  
20 number of students in--

21 CHAIRPERSON DROMM: [interposing] The  
22 numbers, did you say 35 percent for 24,000?

23 RAY ORLANDO: So, if you're in a special  
24 education setting for 20 to 60 percent of the time,  
25 that tuition is 24,417. If you're in a special

2 education setting more than 60 percent of the time,  
3 it's the larger number. As to the number of  
4 children, in 2017 we're forecasting that there will  
5 be in charter schools in special education settings  
6 20 to 60 percent of the time, there will be  
7 approximately 5,144 students, and in a special  
8 education setting more than 60 percent of the time,  
9 we're estimating there would be 7,400 approximately  
10 students in the upcoming year.

11 CHAIRPERSON DROMM: In Special Ed?

12 RAY ORLANDO: Yes, in Special Ed.

13 CHAIRPERSON DROMM: And what is the  
14 percentage there for charter school enrollment?

15 RAY ORLANDO: Trying to do it quick in my  
16 head. It'll be less than five percent in the 20 to 60  
17 percent setting, and a little more than five percent  
18 in the 60 percent plus setting. So, combined about--

19 CHAIRPERSON DROMM: [interposing] And how  
20 does that compare?

21 RAY ORLANDO: About 10 percent.

22 CHAIRPERSON DROMM: How does that compare  
23 to the overall percentages within DOE schools,  
24 district schools?

2 RAY ORLANDO: I'm looking. I'm not sure I  
3 have that. I'm sorry. I'll check. And as the  
4 Chancellor points out, it certainly varies from  
5 school to school.

6 URSULINA RAMIREZ: It's getting close to I  
7 believe almost 18 percent.

8 CHAIRPERSON DROMM: I'm sorry?

9 URSULINA RAMIREZ: I believe it's almost  
10 18 percent.

11 CHAIRPERSON DROMM: Eighteen percent in  
12 district schools compared to five percent in charter  
13 schools.

14 RAY ORLANDO: Closer to 10 percent. Five  
15 percent for the 20 to 60 percent of the time, and  
16 another five--a little more than five for the--

17 CHAIRPERSON DROMM: Still at--

18 RAY ORLANDO: [interposing] 60 percent  
19 [sic] plus, so about 10.

20 CHAIRPERSON DROMM: How many students do  
21 you expect to be enrolled into our schools next year  
22 in general?

23 RAY ORLANDO: In total enrollment?

24 CHAIRPERSON DROMM: Yeah.

25

2 RAY ORLANDO: We're forecasting in 2017  
3 charter enrollment of approximately 110,000.

4 CHAIRPERSON DROMM: Okay. And how much do  
5 you anticipate spending on rental assistance for  
6 charter schools in the upcoming school year? And in  
7 that, maybe you can you give me an idea of--

8 RAY ORLANDO: [interposing] In the  
9 current year we're--in Fiscal Year 17, excuse me, we  
10 are anticipating spending 40.3 million dollars in  
11 2017.

12 CHAIRPERSON DROMM: So, 40.3, does that  
13 put ourselves at the threshold for--

14 RAY ORLANDO: [interposing] We expect to  
15 hit the 40 million dollar threshold in--

16 CHAIRPERSON DROMM: [interposing] For the  
17 state?

18 RAY ORLANDO: 2017, yeah.

19 CHAIRPERSON DROMM: SO how does the state  
20 then kick in on that?

21 RAY ORLANDO: We don't have all of the  
22 details, but what the legislation says is that the  
23 state will reimburse us for 60 percent of the cost of  
24 charter rent once we hit that 40 million dollar cost.

2 CHAIRPERSON DROMM: So that's 60 percent  
3 of the excess or the amount over the 40 million or?

4 RAY ORLANDO: I believe that remains to be  
5 determined.

6 CHAIRPERSON DROMM: Okay.

7 RAY ORLANDO: Yeah, I don't think that's  
8 clear yet.

9 CHAIRPERSON DROMM: Okay. Okay. So we  
10 haven't hit it yet, so we--

11 RAY ORLANDO: [interposing] Yeah.

12 CHAIRPERSON DROMM: We got to look at that  
13 a little more closely.

14 RAY ORLANDO: Absolutely.

15 CHAIRPERSON DROMM: And how many charter  
16 schools will be expanding grade levels in the  
17 upcoming school year, do we know that?

18 RAY ORLANDO: Let me see if I have that.  
19 I don't--it's not on my sheet, but I can get it for  
20 you, sorry.

21 CHAIRPERSON DROMM: Okay, yeah. Let's go  
22 to gifted and talented programs. I know that it's  
23 been reported that there are four new gifted and  
24 talented programs that are open I the upcoming school  
25 year. Are there any budget modifications for the

2 opening of the new programs? How many children will  
3 qualify for the programs, and will any numbers be  
4 reduced in other programs and in order to accommodate  
5 these students?

6 CHANCELLOR FARINA: Actually, this is a  
7 really new paradigm for gifted and talented. The  
8 major shifts are that these programs start in third  
9 grade, which is what the original gifted and talented  
10 was years ago when I started teaching, and the reason  
11 for that is that we will now have a wider canvas of  
12 all second graders within those districts, and we'll  
13 be able to use multiple measures. So we anticipate  
14 that within district, certainly in district seven,  
15 all the ones that didn't have gifted programs and all  
16 the second graders will be--their work will be  
17 reviewed so their classwork is part of it, that also  
18 whatever assessment tests are given are part of it,  
19 not so much teacher recommendations, but report cards  
20 that the students have had. So we're anticipating,  
21 and we've already earmarked the schools that we have  
22 chosen. The schools will all have space not only for  
23 this year but ongoing. So we're not displacing any  
24 students. The other thing is that now in order to be  
25 teacher of the gifted, you need special

2 certifications. So, in a partnership with the New  
3 York Historical Society and Hunter College, we have  
4 earmarked teachers who are already teaching in the  
5 system who wanted to go and get their certification  
6 in this program. Because it starts in third grade,  
7 there's going to be a major focus on project-based  
8 learning. That's one of the things that these  
9 programs will have, and our anticipation is that for  
10 all four districts that have this, that a year from  
11 September, we will also then have either an honor's  
12 class with the neighboring middle schools within  
13 these districts so that it will be a continuum for  
14 these students going right to high school. So, I  
15 think this is actually going to be very exciting  
16 program, and I think also we've encouraged these  
17 districts to include more what we call SEM,  
18 Schoolwide Enrichment Models, for the other schools  
19 in the district so if parent's say I may want my  
20 child to go to school "x", that the competition  
21 within the district, but we're going to do some of  
22 the same things. So I'm very proud of this program  
23 and I do think it's going to make a major difference  
24 in the four districts that we're putting it in.

2 CHAIRPERSON DROMM: So those certified  
3 gifted teachers, are those teachers who will have  
4 those classes for three years? Is that--I know  
5 somewhere in the UFT contract that's been mentioned,  
6 but will those teachers be certified to teach gifted  
7 and talented for three years at a time?

8 CHANCELLOR FARINA: I think the major  
9 difference is what we call the teacher preference  
10 sheets, the teachers who are licensed and the class  
11 and has shown results will have the right to retain  
12 those jobs over time, and keeping in mind that every  
13 year we're going to open another gifted class. So,  
14 this year's third grade and, you know, these kids  
15 will be fourth graders, so they'll always be needs  
16 for an additional set of teachers in each of these  
17 four schools.

18 CHAIRPERSON DROMM: Okay. And let me go  
19 now to the Respect for All. I know that you changed  
20 the program a little bit this year. Can you describe  
21 the changes in the program and how it went?

22 CHANCELLOR FARINA: Well, I think one of  
23 the things we try to do this year is that we want to  
24 see more student empowerment and more students  
25 deciding what respect for all really means, because

2 in some cases it was just about, you know, what is  
3 the behavior, what are the incidents, what are the  
4 suspensions, and we wanted to see how much more  
5 proactive and involved in community endeavors many of  
6 the schools were. So, at the event, which this year  
7 it was very clear that many more students were able  
8 to speak eloquently as to why they got the prize  
9 rather than just a certificate. So I do think we're  
10 moving, and it goes with the Restorative Justice.  
11 You know, it's no one issue. It's all these issues  
12 coming together that really create a different kind  
13 of school climate.

14 CHAIRPERSON DROMM: Let me go to  
15 teachers. How many teachers need to be added in  
16 order to reduce class sizes to levels specified in  
17 the City's state approved contracts for excellence  
18 class size reduction plan, which are 20 in grades K  
19 to three, 23 in four to eight, 25 in nine to 12 core  
20 classes? How many more teachers would be needed to  
21 meet that?

22 URSULINA RAMIREZ: I should--you know,  
23 we're going to have to get back to you on that. It's  
24 a complicated ratio because it's not just increasing  
25 the number of teachers, it's also looking at space as

2 well. I don't think the teachers alone would get us  
3 to a place where we could have the class size  
4 reduction to the level of CFE have demanded.

5 CHAIRPERSON DROMM: Okay. And then  
6 finally, and then we'll turn it over to my colleagues  
7 as well, how many schools, because it always was an  
8 issue for me and my school, have bilingual guidance  
9 counselors?

10 CHANCELLOR FARINA: Actually, bilingual  
11 teachers in general are very difficult to come by,  
12 and as a result, this year we have done our  
13 recruiting way outside the City, and we are looking  
14 to also--and this is something else that the new  
15 Chancellor Betty Rosa [sp?] has--is going to be  
16 assisting. We need to change the state law for  
17 reciprocal licensing. We need teachers who are  
18 bilingual teachers, teachers who speak other  
19 languages to be able to teach in New York City  
20 without having to go through a lot of red tape, and  
21 we know there are surplus teachers in Texas,  
22 Oklahoma, believe it or not, and other states who are  
23 dying to work in New York City, but the licensing  
24 requirements makes it very difficult. So this is one  
25 of the conversations I've been just having with the

2 new Commissioner, and Mary Ellen [sic] and Betty are  
3 both committed to doing this. For example, the other  
4 thing, we did a major recruiting for college  
5 graduates who are bilingual and of the, I don't know,  
6 thousand who applied the first round, 500 of them are  
7 committed to go work in the Bronx, which is a big  
8 shift than what we've done in the past. So, this  
9 issue is not so much, you know, do we want them. Of  
10 course we want them. Are they out there, and what do  
11 we need to do to get them to work in the schools?

12 CHAIRPERSON DROMM: And is the licensing  
13 requirement the issue around having a Master's  
14 Degree?

15 CHANCELLOR FARINA: No, it's not that--  
16 they're certified to teach in Texas, but that doesn't  
17 give them the right to be able to teach in New York.

18 CHAIRPERSON DROMM: But is the  
19 qualification to be certified in Texas as stringent  
20 as it here in New York?

21 CHANCELLOR FARINA: Actually, in  
22 bilingual education, yes, it is. And the other thing  
23 we're also looking at and we're actually working with  
24 the UFT on this is the extension of certain options  
25 in licensing like ESL teachers and--but a lot of it

2 has to do with Albany in terms of how they look at  
3 the licensing and certification requirements.

4 CHAIRPERSON DROMM: Thank you,  
5 Chancellor. I'm going to turn it back over Chair  
6 Ferreras-Copeland.

7 CHAIRPERSON FERRERAS-COPELAND: Thank  
8 you, Chair Dromm. We've been joined by Council  
9 Members Cornegy and Kallos, and we will hear first  
10 from Minority Leader Matteo followed by Council  
11 Member Rodriguez followed by Council Member Gibson.

12 COUNCIL MEMBER MATTEO: Thank you, Madam  
13 Chair. Welcome, Chancellor. I just wanted to go  
14 over a few issues. One of the issues is you are very  
15 much aware of. We've had a rash of bomb threats in  
16 our schools over the last year. Last week Susan  
17 Wagner had another one, and DOE staff has been great.  
18 My question is, we met in November with DOE and NYPD,  
19 and we came up with a pamphlet for basically for the  
20 principals to know exactly what to do, delineated  
21 [sic] writing. I know it's in DOE legal. So my  
22 question is just simple. You don't have to have an  
23 answer today, but because of the bomb threat last  
24 week, I'd really like to push to get the pamphlet out  
25 to the principals for the remainder of this year,

2 because obviously with the--these bomb threats have  
3 been happening mostly in the spring. So if you could  
4 follow up or if you have an answer on where we are  
5 with DOE legal on approving the pamphlet or if we can  
6 disseminate it as quickly as possible to our  
7 principals so they know exactly. They just read the  
8 pamphlet, know exactly what to do once they get a  
9 bomb threat.

10 CHANCELLOR FARINA: Yep, and Staten  
11 Island has had a particularly--

12 COUNCIL MEMBER MATTEO: [interposing]  
13 Thank you.

14 CHANCELLOR FARINA: has had their rash.

15 COUNCIL MEMBER MATTEO: So if you could  
16 just have your staff follow up I'd appreciate that.  
17 Obviously you and I've had numerous discussions on  
18 gifted and talented for sixth graders in Staten  
19 Island and you've gone--you know, we've had nine  
20 schools, nine elementary schools, and you know, I  
21 know we need--we've told you we need a local option  
22 and you've had great conversations. I was wondering  
23 where we are with bringing the gifted and talented  
24 program to Staten Island. Believe me, we were

2 talking about maybe one of their community schools  
3 like I72, if you could just--

4 CHANCELLOR FARINA: [interposing] Well I  
5 think one of the things we've been talking about, how  
6 do you have not a new school, but a program within an  
7 existing school.

8 COUNCIL MEMBER MATTEO: Right.

9 CHANCELLOR FARINA: How do you have an  
10 honor's program, and that is pretty much now being at  
11 the superintendent level--

12 COUNCIL MEMBER MATTEO: [interposing]  
13 Okay.

14 CHANCELLOR FARINA: Ledico [sp?] is  
15 looking at that, and the other thing that--you know,  
16 again, I've been to visit a lot of your schools.  
17 Staten Island has a lot more hidden gems than people  
18 give it credit for. So, a lot of what we're trying to  
19 do is also, what are schools that may be in the past  
20 people kind of didn't look at, but should look at,  
21 and if these programs are there then how do we  
22 enhance it, right? One of the schools I keep talking  
23 about is PS57, which I have been really impressed.  
24 The only school in the City that's actually gone to  
25 participate in Soap Box Derby in Akron, Ohio. There

2 are a lot of good things, but then how do we get in  
3 her school a gifted program? And also in Staten  
4 Island, she has the Spalding Program, which is also  
5 part of the dyslexia effort, and I think it's really  
6 important to have parents. And one of the things  
7 Anthony and I discusses, how do you have tours of  
8 your middle schools. It could be citywide, but  
9 [inaudible] parents can actually go inside the  
10 schools and see some of the great stuff that's  
11 happening, because tours can take place at night when  
12 there are no kids in the building, but certainly  
13 working with Anthony and Kevin out there to see which  
14 of the right schools to have the follow-up classes. I  
15 think that's the way.

16 COUNCIL MEMBER MATTEO: And I look  
17 forward to working with you and Anthony on that. And  
18 you mentioned dyslexia, and you know, obviously we've  
19 been talking about this over the last few months, and  
20 I know you're having teachers trained for September.

21 CHANCELLOR FARINA: Yes.

22 COUNCIL MEMBER MATTEO: Can you just go  
23 into a little bit more detail on how many teachers?  
24 Is it all the teachers or is it just some?

2 CHANCELLOR FARINA: In Staten Island it's  
3 two teachers per every elementary school or more.

4 COUNCIL MEMBER MATTEO: Two teachers per  
5 every elementary?

6 CHANCELLOR FARINA: Every elementary  
7 school in Staten Island will have an Orton-Gillingham  
8 trained teacher, and the reason for Staten Island is  
9 that it has the highest rate, the growing rate of  
10 students with autism and other issues. So, rather  
11 than have specialized classes, our anticipation is  
12 that if we can catch the kids early enough they won't  
13 need to be segregated, because this is not about  
14 having kids in a room all by themselves, but how  
15 teach. And by the way, Orton-Gillingham is also  
16 known by the name Wilson. So, again, if you teach  
17 phonics in early grades, foundations, and then with  
18 kids who need it more intensely. We just hosted a  
19 tour with the Borough President.

20 COUNCIL MEMBER MATTEO: Yep.

21 CHANCELLOR FARINA: At PS 57 to see the  
22 Spalding Program, and we're looking--at the end of  
23 this year we will be checking the progress, and if  
24 that's something that works, we're going to start  
25 moving into more schools. Spalding, we're working in

2 conjunction with Manhattanville [sic] College to  
3 train our teachers, because it's a unique program.  
4 It's very specialized, and it's for very specific  
5 kids.

6 COUNCIL MEMBER MATTEO: thank you. Thank  
7 you for that, and I look forward to working with you  
8 on that, and I think in the past month, the CC  
9 meetings you were talking about District 75's  
10 additional school on the radar. If you could just go  
11 into that a little bit.

12 CHANCELLOR FARINA: Well, I think District  
13 75 has a new superintendent, someone who has spent a  
14 lot of time in District. He was a parent and now  
15 he's a superintendent, and one of the things we're  
16 discussing with him is how do we integrate District  
17 75's students programs into the life of other  
18 schools. It's not to say we're getting rid of  
19 District 75. I want to stop the rumor before it even  
20 gets started. But how do you have two leaders in a  
21 building share resources? If there's a District 75  
22 student who's perfectly capable of doing the math  
23 curriculum or getting involved in after school  
24 programs, they should all come together. So we're  
25 looking at all our programs citywide, all the

2 superintendents and see if we can develop models out  
3 there that are really good. I was in Queens at the  
4 Padavan [sp?] Campus to see there's a District 75  
5 school in one of the elementary schools. They talk to  
6 each other, but they don't do anything together. So,  
7 how do we get these principals and school leaders to  
8 make sure the students are more connected and  
9 otherwise?

10 COUNCIL MEMBER MATTEO: And finally, and I  
11 really would like to meet offline with you and your  
12 staff on this. You know, pre-k has been very  
13 successful obviously. What I'm getting in my  
14 office, a lot of parents calling about kids who--and  
15 we talk about autism, but on the spectrum just trying  
16 to get the services, and if they get into pre-k and  
17 they're a little confused on services and to each  
18 [sic]. So, if we could just meet offline, I have a  
19 lot of, you know, offline questions and I think it'll  
20 be helpful for my parents who are just getting into  
21 the system.

22 CHANCELLOR FARINA: I think, you know,  
23 for the parents the DOE doesn't make things easy all  
24 the time, but we are trying, and I will give you an  
25 example. This past, this month actually, every

2 borough in the City of New York was having  
3 conferences just for Special Ed [sic] parents. In  
4 fact, there was one on Saturday, and I met several  
5 parents who had come, even said, "Unbelievable. All  
6 the information we got, the brochures we got." So we  
7 are having them. I was at one in Brooklyn I guess two  
8 weeks ago that they had at night. So, to me, we're  
9 going to get as much information out there and I  
10 think also the town hall meetings, you know, maybe  
11 adding an extra hour to some town hall on just  
12 special needs issues, particularly Staten Island. But  
13 we are trying very hard to get the information out  
14 there in as many ways as possible. The Special Ed  
15 conferences I think can be--I can give all the  
16 information to the elected officials about when they  
17 take place, and they take place on Saturdays, all day  
18 Saturday. The one in Manhattan was this past  
19 Saturday.

20 COUNCIL MEMBER MATTEO: Thank you,  
21 Chancellor.

22 CHAIRPERSON FERRERAS-COPELAND: Thank  
23 you, Council Member. I just want to remind our  
24 colleagues we have 13 members in the que, and I want  
25 to give everyone an opportunity at first round. We

2 will have second round and we will gladly add you to  
3 the second round. Council Member Rodriguez followed  
4 by Council Member Gibson followed by Council Member  
5 Chin.

6 COUNCIL MEMBER RODRIGUEZ: Good morning,  
7 Chancellor.

8 CHANCELLOR FARINA: Good morning.

9 COUNCIL MEMBER RODRIGUEZ: First of all,  
10 thank you for all the work that you have done. If we  
11 don't do it under your leadership, it's going to be  
12 very difficult to do it with other new leaders in the  
13 future, because as we have said before, you know our  
14 City, you are educated, and also you have the big  
15 support of a Mayor who really believe in education,  
16 someone that have expanded UPK to all four-year-old  
17 children in our city. It doesn't make it exclusive  
18 anymore for certain New Yorkers living in particular  
19 zip code to be the one that they have UPK. So, we  
20 know and especially as the former Chairman for the  
21 Higher Education Committee, I always say, we always  
22 will be doing better with a good retention senior  
23 community college if we build that pipeline, and we  
24 know that is not because the system is broken. It's  
25 that we have built a system that as know the left

2 many New Yorkers behind. Many New Yorkers we say in  
3 the disadvantage community is the one that you  
4 inherit, that from third to eighth grade, 87 percent  
5 [sic] they being [sic] level one and two. It mean  
6 that years when they go to high school ninth grade  
7 they are really like a fourth or fifth grade, and  
8 many of them, they live in so much disadvantage  
9 community with so much to do in order to close the  
10 gap. So, you know, again, like I appreciate, thanks  
11 you, the Mayor for investing so much in the UPK and  
12 the afterschool and computer science, a lot of things  
13 you've been doing. I always can say at the local  
14 level, you being a good friend, someone else that had  
15 listened to a community. There's times that you know  
16 continue the conversation with. I hope that we can  
17 keep working on [inaudible] who all the program that  
18 went in the computer, but for me the most important  
19 things are days [sic] that we can say that we are  
20 holding these hearings in front of someone with a  
21 great background, someone that care for our children.  
22 I have a few suggestions. One is school public  
23 safety. We need more resources. We cannot sustain a  
24 system providing the safety that we need in our  
25 school by increasing the police presence, even though

2 I do believe and appreciate that when we need the  
3 police that we should have police in our school, but  
4 we need to provide more funding so that the public  
5 and school safety division. They should have more  
6 men and women power to expand their members in our  
7 school. Second, I also suggest that the CBO's, and I  
8 brought that suggestion before, they should--CBO's  
9 which bring quality programs for our schools. They  
10 should get a waiver so that they would not have to be  
11 paid in order to use the space. It does [sic] proven  
12 that they bring complements to the quality education  
13 that we need in our schools. Something that you know  
14 it used to be that way before. With Mayor Bloomberg  
15 it was changed. In the first year I brought that  
16 suggestion. We were supposed to be having  
17 conversation, but we had not seen any change in that  
18 direction. Then I believe that when it come to the  
19 STEM center, and that's my question, how is--other  
20 are suggestion, but this is my real question which  
21 is, how is the DOE working to create a school with  
22 old fields that can include all fields of STEM for  
23 our students?

24 CHANCELLOR FARINA: Okay. First of all,  
25 let me just give you an example of one of the schools

2 in your district that I think could be a model for  
3 all of this, George Washington Campus. I just spent a  
4 morning there last week. This is a co-located  
5 campus. By the way, I am visiting campuses around  
6 the City, one in each borough that's co-located, to  
7 see how we actually get those schools to share better  
8 resources with each other. So, I've already done  
9 Thomas Jefferson. We did Lehman; unbelievable. It's  
10 going to be a model. George Washington, I believe I'm  
11 going to Vander Child [sic] soon, and a few others.  
12 So how do you get four schools in a building to share  
13 the best of what they know and how they have it? It  
14 shouldn't be only for students in that building, and  
15 that also goes for afterschool programs. So for  
16 example, one of the schools in the George Washington  
17 has a wonderful theater arts program, but the other  
18 schools don't have it.

19 COUNCIL MEMBER RODRIGUEZ: [interposing]  
20 Sorry, Chancellor, but my question isn't' about the  
21 schools sharing the good practice. My question is  
22 about with STEM. How can we--

23 CHANCELLOR FARINA: [interposing] Yeah,  
24 but they have STEM in each of their schools and they  
25 could share it with each other. When you have STEM

2 that's outside of school building and it requires  
3 traveling to it and seeing several--it's not  
4 integrated into every day schools. So most of our  
5 stem programs--just went to wonderful STEM event this  
6 Saturday--has to be incorporated into the science,  
7 ELA, all the things that happen inside a school. But  
8 I also want to go back to your CBO issue. CBO's do  
9 not pay any permit fees up until six o'clock. It's  
10 after six o'clock that that requires, and that's  
11 because in order to hold a building open after six,  
12 custodial charges need to be paid. You need pay  
13 security. You don't' open a building without a  
14 security officer in the building. So, those are  
15 added expenses, and that's why they pay for the  
16 permits. Up until six o'clock, they don't pay any  
17 extra cost, because the principal is still in charge  
18 of the building, and the school is expected to hold  
19 things there, and these school safety officers are  
20 all being retrained in very specific ways to de-  
21 escalate issues rather to escalate issues. So, I  
22 think there's a lot of things we're doing  
23 simultaneously. I know the issue that you're  
24 referring to now, and I think something also, we need  
25 to also make parents more accountable for their kid's

2 behaviors. We need to ask parents what is it that  
3 you're doing to make sure that when your student gets  
4 in trouble for something, how do you follow up with  
5 it? So, I think there's a lot of education that has  
6 to take place, but STEM is not a place, it's how you  
7 take all the things that happen in the school and  
8 bring them together. Again, in Staten Island, PS 57  
9 has a wing in the school that's a STEM wing and  
10 there's a whole lot of things like, again, the  
11 robotics. These could be school-specific, and all  
12 our schools should have things like robotics  
13 programs.

14 CHAIRPERSON FERRERAS-COPELAND: Thank  
15 you, Chancellor. We will now hear from Council  
16 Member Gibson followed by Council Member Chin,  
17 followed by Council Member Garodnick.

18 COUNCIL MEMBER GIBSON: Thank you very  
19 much, Chair Ferreras-Copeland and Chair Dromm. Good  
20 morning, Chancellor to you and your team. Thank you  
21 so much for all the work you do. I appreciate the  
22 extreme advocacy around Universal Pre-K and all of  
23 the initiatives are very ambitious that DOE has  
24 undertaken. I want to thank you for your support of  
25 school crossing guards. Huge fan. They keep our

2 children safe each and every day, and I know we have  
3 a lot more to come. I want to thank you for your  
4 partnership around the School Leadership Climate Team  
5 and looking at reducing and as much as we can  
6 eliminating the pipeline to prison, and making sure  
7 that we look at alternative measures for many  
8 students of color that have traditionally faced a lot  
9 of harsh penalties around suspension summons and  
10 arrests. So, I wanted to find out if there is an  
11 update you can provide for us on the School  
12 Leadership Climate Team and any recommendations that  
13 have come out of the team as it relates to metal  
14 detectors? We've talked a little bit about  
15 Restorative Justice. Is there anything you could  
16 provide to us as far as an update that's going on?

17 CHANCELLOR FARINA: [off mic] Well, this  
18 is obviously something that we're still discussing.

19 COUNCIL MEMBER GIBSON: Right.

20 CHANCELLOR FARINA: We certainly expect  
21 to come out with it. So we need to make sure before  
22 we put out edicts. I'm not a big fan of mandates.  
23 We need to make sure that all the people involved buy  
24 into it so that they'll want to do it willingly, not  
25 because we say you must. So, obviously there are a

2 lot of interests in this particular initiative from  
3 principals to teachers to--

4 COUNCIL MEMBER GIBSON: [interposing]  
5 Right.

6 CHANCELLOR FARINA: parents. So we want  
7 to make sure we have all the discussions we need so  
8 when it gets rolled out it's unanimously embraced--

9 COUNCIL MEMBER GIBSON: [interposing]  
10 Okay.

11 CHANCELLOR FARINA: and unanimously  
12 enforced. So, it's not that we forgot. Believe me,  
13 we talk about it all the time. But how do we bring  
14 everyone to the table and say, "Oh, absolutely, this  
15 is what we need to do."

16 COUNCIL MEMBER GIBSON: Okay, great. And  
17 you know, I love to remind you as well. Students in  
18 temporary housing, you talked a little bit about. I  
19 represent all of District Nine in the Bronx. I know  
20 there's a lot of work being done around that. So,  
21 first and foremost I want to thank you for the  
22 additional bus routes so children do not have to sit  
23 on the bus for hours to get to school, as well as the  
24 literacy program, social workers and new technology  
25 that we are working with many of our shelter

2 providers. So, I wanted to find out is there an  
3 update you could give us, and certainly and working  
4 with all of you since District Nine is most of my  
5 community and unfortunately faces a high distinction  
6 of students in temporary housing.

7 CHANCELLOR FARINA: Yeah, and you're  
8 particularly fortunate to have a phenomenal  
9 superintendent who makes this one of her top--

10 COUNCIL MEMBER GIBSON: [interposing] Of  
11 course, she's awesome.

12 CHANCELLOR FARINA: Yeah, she's very  
13 awesome. Leticia has certainly been on top of all  
14 these issues. I think the most important thing is  
15 that we can talk all we want about temporary housing  
16 and shelters, and if you don't put money behind it,  
17 it's just worthless. So, we have put a lot of money  
18 behind it in this coming budget time, but one of the  
19 things I should let you know that in all our--the  
20 majority of our shelters--there will be mental health  
21 workers. There are now libraries in the partnership  
22 with the scholastic. We put libraries into these  
23 centers. We have homework helpers. We have tutors  
24 for the students that need it. To the degree  
25 possible, creating a home-type environment--

2 COUNCIL MEMBER GIBSON: [interposing]

3 Right.

4 CHANCELLOR FARINA: in all our renewal  
5 schools, and again, District Nine has the most  
6 renewal schools, we put extra support in District  
7 Nine to make sure that the students in the renewal  
8 schools who are also in temporary housing have the  
9 extra support they need when they leave school,  
10 because remember, many of them are in school 'til  
11 five or six o'clock, get the support they need. And  
12 the other piece, and this is something that hadn't  
13 been done in the past, how do you have parent  
14 workshops in the shelters themselves? How do you  
15 tell parents? Because one of the things we  
16 discovered in the beginning of this year which I  
17 didn't know is that, you know, when you look at  
18 renewal schools by in large, and thank God now we've  
19 improved on that, chronic absentee was one of the  
20 commonalities, and then we found out that if students  
21 were allowed to leave the shelters and they went  
22 their own, some of them didn't show up in school.  
23 So, how do we make sure? We have an app now that  
24 lets parents know when their students didn't show up,  
25 particularly in high school and middle school.

2 COUNCIL MEMBER GIBSON: Okay.

3 CHANCELLOR FARINA: So, the chronic  
4 absentee was the first thing we had to break down.  
5 Second thing is make sure they come to school on a  
6 regular basis, number two, and then that parents  
7 understand their obligation in making sure that  
8 students understand their value of education. So,  
9 it's a whole group, and I think the work that we're  
10 doing, in particularly like I said in District Nine  
11 because it has the highest concentration.

12 COUNCIL MEMBER GIBSON: Okay.

13 CHANCELLOR FARINA: That we're doing all  
14 we can do to make sure those students are successful.

15 COUNCIL MEMBER GIBSON: Okay, great. And  
16 my final two questions, I wanted to ask more about  
17 mental health and the investments are very key. I am  
18 a huge fan of school-based health centers which I  
19 have across District Nine. Suicide Prevention  
20 Counselors, we're finding more children are suicidal  
21 and just attempting suicide because of a multitude of  
22 issues. What are your thoughts about Suicide  
23 Prevention Counselors, and I also wanted to ask about  
24 Single Shepherd, which I think is great, but it's  
25 only in District Seven and 23. So I'm hoping that

2 eventually as we expand, District Nine can be a  
3 beneficiary of some of Single Shepherd as well.

4 CHANCELLOR FARINA: Now, let me take the  
5 second question first. Because of so many  
6 initiatives, we wanted to make sure that we could  
7 monitor and evaluate the ones we're doing.

8 COUNCIL MEMBER GIBSON: Okay.

9 CHANCELLOR FARINA: So, because District  
10 Nine was already going to be getting the second grade  
11 literacy, we didn't want to overwhelm them because  
12 it's all about more bodies in a school and more  
13 things for principals to do. But I think in terms of  
14 suicide, it is one of the things that's always on my  
15 mind, because it's a national epidemic. Actually,  
16 it's international, but just to have counselors for  
17 that alone, most of our kids don't talk about it.  
18 It's not something you can say, "Okay, you're a  
19 typical person who might go in that direction." So,  
20 I think having wellness centers, a prime example in  
21 the Bronx is one of the schools that's working very  
22 closely with Montefiore Hospital on just wellness.  
23 How do you talk to kids about wellness, particularly  
24 high school kids? How do you look at the pressures  
25 they're under? And the pressures for kids are, in

2 some neighborhoods, are you know, "Am I going to get  
3 into the right college?" And other neighborhoods  
4 are, "Am I going to get into college at all?" So,  
5 how do we have broader programs? And certainly under  
6 Elizabeth Rose, who has our student support services,  
7 we're looking to expand the programs under that to do  
8 more wellness-type discussions with our students and  
9 support.

10 COUNCIL MEMBER GIBSON: Great, and we  
11 have one at PS 55. Thank you so much, Chancellor.  
12 Thank you, Madam Chair, and I'll like to be on for  
13 second round as well.

14 CHAIRPERSON FERRERAS-COPELAND: Thank  
15 you--

16 COUNCIL MEMBER GIBSON: [interposing] And  
17 thank you, Chair Dromm.

18 CHAIRPERSON FERRERAS-COPELAND: Council  
19 Member. We'll have Council Member Chin followed by  
20 Council Member Grodenchik, as I said the first time,  
21 Council Member King and Council Member Reynoso.

22 COUNCIL MEMBER CHIN: Thank you, Chair.  
23 Good morning, Chancellor. In your testimony you  
24 talked about expanding the dual language program. So,  
25 it's really exciting that next--this coming year,

2 you're almost going to double. You're going to add  
3 another 36, but I didn't really see in the budget,  
4 like, are these schools getting additional support  
5 for the teachers, for the programs, so it's not just  
6 starting a program but getting the resources that to  
7 help them be successful?

8 CHANCELLOR FARINA: Absolutely. The  
9 reason you don't see it per say in the budget is that  
10 a lot of these programs will be funded with Title I,  
11 Title II and Title III monies under our Division of  
12 English Language Learners. So, a lot of the money is  
13 there already. Again, I said the challenge is to find  
14 the right teachers and teachers who--you know,  
15 teaching a dual language program means you have to  
16 speak your second language academically. A lot of  
17 people speak Mandarin Chinese or Spanish, but they  
18 can't teach a subject in those languages. So, our  
19 hope is also to work with our City universities and  
20 graduate more second language learners who can then  
21 become teachers in the second language. One of the  
22 best schools I've gone to see with dual language is  
23 the World Language and Asian Studies program, and I--

24 COUNCIL MEMBER CHIN: [interposing] In my  
25 district.

2 CHANCELLOR FARINA: In your district, and  
3 it's a phenomenal program. A little under--people  
4 don't know about it, and I think we should make it  
5 more famous, but I asked him in terms--the principal--  
6 --what he would do because I'm hoping a lot of the  
7 students that graduated those programs will then come  
8 back and become teachers in dual language. So, we  
9 understand that's a challenge, but that's not going  
10 to stop us from developing the programs, because I do  
11 think speaking two languages is a major asset, and  
12 the more people who can do it, the better.

13 COUNCIL MEMBER CHIN: Well, they're going  
14 to be our future bilingual teachers, bilingual  
15 counselors, though. We need to solve our own problem  
16 of not having enough teachers.

17 CHANCELLOR FARINA: Well, I think one of  
18 the things we ask some of schools to do, particularly  
19 high schools, is to have a future teacher's club of  
20 students who speak two languages to start talking  
21 about becoming teachers earlier rather than later,  
22 because again, if you speak two languages now, you're  
23 very employable. So you might be tempted to, you  
24 know, get higher paying jobs, but there's nothing  
25 like teaching.

2 COUNCIL MEMBER CHIN: Now, also when you  
3 talked about the Fair Student Funding, you talk about  
4 that increase the wait for the English language  
5 learners and students with interrupted formal  
6 education. What does that translate into in terms of  
7 funding, and how many of the schools will receive  
8 additional funding to get to what you were talking  
9 about 80 percent of their budget, and also, how do  
10 we--what other school will be operating at 100  
11 percent besides the renewal school, and also, how  
12 much additional funding do we need to make sure that  
13 every school is operating at 100 percent of Fair  
14 Student Funding?

15 CHANCELLOR FARINA: Well, I'm going to  
16 let Ray Orlando answer, but I will tell you that in  
17 terms of, you know, Part 154, we have put a lot more  
18 money into school budget so they can actually do  
19 what's right for bilingual kids.

20 RAY ORLANDO: Hi, Ray Orlando, Chief  
21 Financial Officer. The--we would require  
22 approximately seven--it would have required 700  
23 million dollars this year to bring all schools to 100  
24 percent of Fair Student Funding if we could work  
25 backward.

2 COUNCIL MEMBER CHIN: Seventy-three?

3 RAY ORLANDO: Seven hundred million

4 dollars--

5 COUNCIL MEMBER CHIN: [interposing] Oh,

6 700.

7 RAY ORLANDO: would have been required to  
8 bring all schools to 100 percent. Without the CFE  
9 money from the State, as the Chancellor pointed out,  
10 we're at two billion dollars short of where we should  
11 be. We're unable to bring all schools to 100 at this  
12 time. However, we are bringing the floor up from 82  
13 percent this year to 87 percent. That will result in  
14 additional resources for over 640 schools. That cost  
15 of that is approximately 125, 130 million dollars.  
16 That is coming to us from the additional state aid  
17 that we did get this year. If the state were to  
18 continue to give us additional state aid at this kind  
19 of--at this level going forward, we would eventually  
20 catch up to the 700 million dollars we would need to  
21 bring all schools to 100 sometime over the next  
22 couple of years, maybe be 2020, 2021, 2022 depending  
23 on how the numbers shake out. So, we are very glad  
24 that we're able to bring the school, the floor up  
25 from 82 to 87. We think that's going to result in a

2 lot more money for schools. The average system wide  
3 will go up to 91 percent which is great, and we think  
4 that the Mayor's Executive Budget is a really good  
5 news budget for schools.

6 COUNCIL MEMBER CHIN: Because in your  
7 testimony you're talking about 160.

8 RAY ORLANDO: Yes, the other funding is  
9 for the SIFE [sic] waits, the other funding that's  
10 associated with the DEL's [sic] waits and the SIFE  
11 [sic] waits. We created three new waits this year in  
12 the formula. The first waits we created were for  
13 English language learners. Those waits are for the  
14 services that the Chancellor mentioned under CR154,  
15 which require us to provide services to English  
16 language learners for two years following their  
17 determination of proficiency. These funds are  
18 commanding waits, is what we call them, and they're  
19 going to--the funding follows the student. So, any  
20 school that has an ELL in it will receive this  
21 funding.

22 COUNCIL MEMBER CHIN: Okay, alright,  
23 thank you.

24 RAY ORLANDO: Sure.

25 COUNCIL MEMBER CHIN: Thank you, Chair.

2 CHAIRPERSON DROMM: Thank you. Council  
3 Member--[off mic]

4 COUNCIL MEMBER GRODENCHIK: Thank you.  
5 Good morning, Chancellor. So good to see you, and  
6 thank you for your inspired leadership. I have been  
7 touring all my schools in the almost six months since  
8 I took office, and I've been very, very happy with  
9 what I've seen, District 26 and District 29. So,  
10 I'll put that right up front. Couple of quick things  
11 off the top. You mentioned the Padavan Campus  
12 before, I believe. I think I heard that. We have  
13 the most beautiful new playing fields, probably  
14 anywhere I'm going to say. That's the best in the  
15 country. It needs a bathroom. I've already gotten  
16 reports. It's funny a little bit, but it's not so  
17 funny because some students don't want to walk the 15  
18 minute round trip to the schools, and I put this  
19 delicately, have been taking advantage of places they  
20 probably shouldn't be. So, I have spoken to the  
21 School Construction Authority Lorraine Grillo about  
22 that, but I just wanted to put that out there.  
23 Before I took office, the delegation from Queens sent  
24 you a letter about lifeline which operates one of the  
25 branches of PS 23 in my district. I have three of

2 them. We have the main branch which is across the  
3 street from the Padavan Campus. We have Lifeline  
4 which is at the corner of Winchester and Union, and  
5 they are for all intents and purposes, a New York  
6 City public school. They have public school  
7 teachers. They get the food delivered every day, but  
8 they are short on light and power, about 175,000  
9 dollars a year, and we are spending almost 30 billion  
10 dollars now. I don't need an answer right now, but  
11 I'd ask that you get back to me. They provide  
12 support services, psychiatrists, psychologists,  
13 nurses. They have a beautiful little campus there  
14 which only they can operate. Otherwise, it would  
15 revert back to the State of New York. So, I really  
16 love that school, and it takes children from all over  
17 Eastern Queens. So, I would ask that we can get an  
18 answer on that. Now, the last thing I'm going to  
19 bring up because my time is slipping away in my first  
20 round, is about the co-location at Middle School IS  
21 109. I was out there this morning again with Senator  
22 Comrie. I have to tell you I was very disappointed  
23 about the way I found out about this. I got a single  
24 phone call. There was no input from anybody in the  
25 community. We were not asked if we liked the

2 location, if we could find a better location, and so  
3 I would ask--I know the vote is this week.

4 CHANCELLOR FARINA: We pushed back the  
5 vote. We're still continuing--

6 COUNCIL MEMBER GRODENCHIK: [interposing]  
7 We're making news here this morning, that's good. We  
8 pushed it back once. You saying--

9 URSULINA RAMIREZ: [interposing] Yes, we  
10 pushed it--

11 COUNCIL MEMBER GRODENCHIK: you pushed it  
12 back again?

13 URSULINA RAMIREZ: We pushed it back  
14 once. We're continuing to have discussions  
15 internally, but we have heard a lot of community  
16 feedback, which is the rationale why we pushed it  
17 back the first time.

18 COUNCIL MEMBER GRODENCHIK: Okay, we have  
19 like--

20 URSULINA RAMIREZ: [interposing] We'll  
21 take a look.

22 COUNCIL MEMBER GRODENCHIK: almost 1,500  
23 signatures against this location. I had Lorraine  
24 Grillo who'll be here later, I had her out to the  
25 school on Friday with senator Comrie. It is tied for

2 the oldest school in my district. It's going to be  
3 90 years old this summer. It is not in great  
4 physical shape. A lot of little problems. We need a  
5 new science lab, which she assured me we'll begin  
6 construction this fall, but there's a lot of little  
7 things, and I guess she'll be talking to school  
8 facilities. She was not very happy at what she saw.  
9 I want to thank you also. I didn't have any question.  
10 I'm not taking answers this morning, not yet anyway.  
11 I want to thank you also for sending out Mr. Woodland  
12 [sic]. I met with him on Friday on Martin Van Buren,  
13 and so we're going to think some more, and hopefully-  
14 -you had mentioned to me when we met at the student  
15 voting press conference that they needed one more  
16 good program there. So, we're going to try to do  
17 that, and I think--I don't want to take too much  
18 time, but I do have more questions, but I am very  
19 interested, obviously, in 109, and Van Buren is the  
20 one school I know the principal there. In full  
21 disclosure, he sat down next to me in the fourth  
22 grade, and I haven't been able to get rid of him  
23 since, but and he's working very hard, and his team  
24 is working hard, and we have seen tremendous  
25 improvements in that school, and he really has won

2 the confidence of the community, which the previous  
3 principal did not have at all. So--

4 CHANCELLOR FARINA: [interposing] And  
5 also, the Commissioner was there last week.

6 COUNCIL MEMBER GRODENCHIK: She was there  
7 last week, and she apparently is coming back in  
8 September I'm told so.

9 CHANCELLOR FARINA: Well, we always give  
10 Sam some homework to do between visits.

11 COUNCIL MEMBER GRODENCHIK: Okay.

12 CHANCELLOR FARINA: And he tends to rise  
13 to the occasion when he knows people are coming. So,  
14 I think that's really great, but having another CTE  
15 program particularly with the hospital nearby would  
16 be to me a no-brainer. So, continue to work with  
17 John on that.

18 COUNCIL MEMBER GRODENCHIK: I certainly  
19 will. Thank you, Chancellor. Thank you, Madam  
20 Chair.

21 CHAIRPERSON DROMM: Thank you, Council  
22 Member Grodenchik, and I do want to reiterate my  
23 support as well for the Lifeline issue. I know that  
24 that has also been a problem or an issue for the  
25 Queens delegation. So we would like to come to some

2 type of solution on that school as well. We'll bring  
3 that up later on.

4 COUNCIL MEMBER GRODENCHIK: Thank you,  
5 Chairman.

6 CHAIRPERSON DROMM: Okay. Next is  
7 Council Member King followed by Council Member rose  
8 and then Council Member Miller.

9 COUNCIL MEMBER KING: Thank you, Mr.  
10 Chair.

11 CHAIRPERSON DROMM: And we've been joined  
12 by Council Member Lander and Van Bramer.

13 COUNCIL MEMBER KING: Good morning.

14 CHANCELLOR FARINA: Good morning.

15 COUNCIL MEMBER KING: How are you? It's  
16 always a delight, and I just want to say thank you  
17 for all you've been doing to help improve the  
18 education system for our children. So, thank you  
19 again. I have four questions for you, and I'll jump  
20 right in. the first one, I was reading the briefing  
21 that we received from the Finance--and thank you all,  
22 Finance, for the briefing. I just wanted to know for  
23 the budget regardless of fulltime pedagogical and  
24 fulltime non-pedagogical, I'm seeing the numbers from  
25 2016 go from 115 to 116, but I just wanted to know

2 what employees fit into fulltime pedagogical and non-  
3 pedagogical, because I see we have fulltime civilian  
4 fulltime employees. So, I just want to know who fits  
5 into those different categories.

6 CHANCELLOR FARINA: Well, pedagogical are  
7 generally classroom teachers, teachers who have  
8 licenses to teach, and the non-pedagogical would be  
9 people like school secretaries, school aids and a  
10 variety of support staff. So, pedagogical is in the  
11 classroom working directly with kids, and non-  
12 pedagogical are the supports in every school building  
13 or at the district offices.

14 COUNCIL MEMBER KING: Thank you for that  
15 first piece of education--

16 CHAIRPERSON DROMM: [interposing] So, for  
17 my clarification also, so part-time pedagogical would  
18 be S-status employees?

19 CHANCELLOR FARINA: Yes, they're  
20 substitute teachers which we actually put in payrolls  
21 from the very beginning.

22 CHAIRPERSON DROMM: Okay, thank you.

23 COUNCIL MEMBER KING: Okay, thank you. My  
24 second question is you know that I've always been a  
25 strong advocate for athletics in the schools. I know

2 this year school athletic, small schools athletic  
3 league we've put funding. Wanted to know what does  
4 it look like for the coming year? Have we increased--  
5 -

6 CHANCELLOR FARINA: [interposing] Two  
7 hundred [sic].

8 COUNCIL MEMBER KING: the budget? How  
9 many more new students or schools will be  
10 participating in sports moving forward?

11 CHANCELLOR FARINA: Yeah, actually, we  
12 have increased considerably. You want to--

13 URSULINA RAMIREZ: [interposing] So, this  
14 past year was 200, and then over the next four years  
15 we plan on adding nearly 500 teams, and so by the end  
16 of the 2019/2022 school year. So, 500 teams between  
17 now and 2020.

18 COUNCIL MEMBER KING: Thank you.  
19 Sometime in the future is it possible if I can get a  
20 copy or breakdown of the sports that--

21 URSULINA RAMIREZ: [interposing] Yeah.

22 COUNCIL MEMBER KING: Whether they're new  
23 sports or they're just building on existing sports?

24 URSULINA RAMIREZ: Yep.  
25

2 COUNCIL MEMBER KING: I'd appreciate  
3 that. Thanks. My third question is, there's been  
4 talk of consolidation of schools throughout the  
5 school. I want to know could you tell me what kind of  
6 savings do you look to come out the consolidation of  
7 schools, and how would those savings be utilized in  
8 the future?

9 CHANCELLOR FARINA: Okay, will first of  
10 all, the emergency consolidations are not so much  
11 about saving money, although obviously we hope it  
12 will. It's about saving resources. If you have a  
13 school with 100 students or 150 students, and we have  
14 quite a number of those, they have a principal, an  
15 assistant principal, often a secretary, that's  
16 overhead.

17 COUNCIL MEMBER KING: Yeah.

18 CHANCELLOR FARINA: So, as we start  
19 looking throughout the city--and it's not about  
20 anyone losing their job, but how might they be better  
21 used in another place. The other thing for me which  
22 is the major reason for emergency consolidation is  
23 students don't have good resources. You want to do  
24 sports? You can't do sports in a school with a  
25 hundred some odd kids. So if you have three or two or

2 three mergers and now all of a sudden you have a  
3 school of 300, which is a very nice sized school, but  
4 you only have one principal, one assistant principal,  
5 one school secretary. That money goes back into  
6 classroom, but also hopefully those students will  
7 have more after school programs, more electives. One  
8 of the schools that we merged actually recently,  
9 those students for the first time are able to take  
10 honors classes. Together, the school couldn't do it.  
11 With two schools together they went from a hundred  
12 and something to 200-something to a school about 350  
13 students, and that's a good number to provide all the  
14 services. So, I think that's part of it. So mergers  
15 and consolidations are done very carefully. They will  
16 be done with community input. I mean, part of this is  
17 that we require a certain amount of open meetings.  
18 We require the PTA's and the SLT's to be involved.  
19 Right now I'm meeting with all the superintendents to  
20 get from them the schools they recommend. My  
21 questions are always, you know, do you think this is  
22 going to be a problem? Do you think the parents are  
23 going to be on board for this also? Generally,  
24 although not always, we look for mergers and  
25 consolidations that are in the same building so it's

2 not a major shift for kids to figure out they have to  
3 go somewhere else, and I think also one of the things  
4 that we're looking at is in some cases truncations  
5 [sic]. For example, if the school is K to eight, but  
6 in six, seven, eight they only have 50 kids, which  
7 actually is the case. Their middle--the elementary  
8 school has three classes on a grade, and by the time  
9 they get to middle school they have one class on a  
10 grade.

11 COUNCIL MEMBER KING: Right.

12 CHANCELLOR FARINA: You can't have  
13 certified science teachers, math teachers and  
14 whatever. So, we're doing it on a school by school  
15 basis, and the money is expected to go back to the  
16 schools within that existing district. So, we're  
17 having conversations, but again, nothing will happen  
18 without a lot of discussion.

19 COUNCIL MEMBER KING: Okay, thank you.

20 And my final question, you've recently--as we all  
21 recently heard, New York City had the largest gang  
22 takedown about two weeks ago. It was in--a part of it  
23 was in my district. Now, a number of those young  
24 people who were taken down were teenagers as well.  
25 So, I know there's a Gang Prevention Unit in the

2 schools. I'd like to know how are they being--are  
3 they successful so far? How are they actually being  
4 run? How are they engaging? Is there a--what is the  
5 culture for them engaging members who are in gangs  
6 who still go to school?

7 CHANCELLOR FARINA: Well, I think there's  
8 two different approaches. We have what we call SAPIS  
9 [sic] workers that are specifically trained to work  
10 in any school that has large gang activity. The  
11 second thing is that we have an NYPD program. I mean,  
12 one of the ones I know of, and I was just part of  
13 some of the training, was at Lehman High School where  
14 they were having some issues, and the idea is to make  
15 sure they're working hand in hand with the  
16 principals. You can't have the principal have the  
17 kids all day, everything goes okay in the school, and  
18 then at dismissal time something else happens. So,  
19 it's how do you have a continuum of experiences and  
20 training for everyone, but this is something that in  
21 schools where there is a known problem where we  
22 engage NYPD. We've been working a lot more closely  
23 with them in the last two years, and for example, I  
24 don't know how many of you know, but this week we  
25 have--[off mic] This week we're starting the first

2 ever Team Up Day where police officers from certain  
3 precincts and principals together work with kids in  
4 schools. Bratton and I are going to be visiting the  
5 school. We're going to be doing read aloud. We need  
6 to bring that together so that we can do a lot more  
7 preventive work rather than do it at the other end,  
8 but it is a problem, and it's one that we're  
9 seriously trying to work on.

10 COUNCIL MEMBER KING: I thank you, and I'd  
11 like to--

12 CHANCELLOR FARINA: [interposing] And I  
13 also think that the forum I was just at your--in your  
14 district is the kind of forums more people should do.  
15 I mean, I was impressed by the people. You had  
16 police officers on the stage. You had educators on  
17 the stage. You had a very rich entrepreneurial CO.

18 COUNCIL MEMBER KING: Yeah.

19 CHANCELLOR FARINA: And then you have  
20 students in the audience listening to what their life  
21 could be if they were really engaged in this, and I  
22 thought the students in your district who questioned  
23 the police officers got some really honest answers,  
24 and I think it's a mutual responsibility. So, I, you  
25 know, I certainly encourage more elected officials to

2 run those kinds of forums, and I think that makes a  
3 lot of sense.

4 COUNCIL MEMBER KING: Thank you, thank  
5 you, and I'll talk you again. I got some other  
6 suggestions that might be of assistance. Thank you  
7 for your time. Thank you, Mr. Chair.

8 CHAIRPERSON DROMM: Thank you. Council  
9 Member Rose followed by Miller and then Levine.

10 COUNCIL MEMBER ROSE: Good morning,  
11 Chancellor. I want to start off my remarks with a  
12 big thank you. As you know, we cut the ribbon on the  
13 electrical engineering program at McKee High School,  
14 you know, and that's truly a tribute to--and it's a  
15 culmination of a collaboration between the  
16 waterfront, the maritime industry's EDC, my office  
17 and DOE, and it shows how collaboration and a good  
18 idea actually, you know, works. So I want to thank  
19 you about that, and I'm excited to see that an  
20 additional 17.6 million dollars has been put in the  
21 budget to create 40 new career and tech, you know,  
22 programs. I'm sure--I'm looking forward to our  
23 offline conversation, because I'm sure that my  
24 schools, one of those--and so I want to ask you about  
25 the specialized tests and the fact that not a large

2 number of students on Staten Island seem to be taking  
3 advantage of it, and I wanted to know--I've been told  
4 that it hasn't really been promoted and that the  
5 notice of the tests have been lacking. So, could you  
6 tell me how are the students informed? How could we  
7 promote this better? And I want to talk to you about  
8 the DREAM Program.

9 CHANCELLOR FARINA: Well, I can certainly  
10 look into it, because we have to make sure that it is  
11 promoted, and like I said, now that you have one  
12 superintendent I think that information can get out  
13 there quicker. I also want to say that one of the  
14 things that I was very impressed with, and again, you  
15 know, when you get a good idea in one part of the  
16 City, we should replicate in other parts, that I did  
17 go to speak to the Staten Island Advance Editorial  
18 Board, and one of the things they agreed to do is to  
19 highlight a different school every Sunday in their  
20 paper, and I'd like to see--

21 COUNCIL MEMBER ROSE: [interposing] And  
22 they started last Sunday.

23 CHANCELLOR FARINA: Yeah. And I think,  
24 again, for many of you who have influence with your  
25 local newspapers, asking them to do that,

2 particularly for the hidden gems, but I'm sure the  
3 Staten Island Advance would be willing to run a full  
4 page, and if we could work with them to get something  
5 in there when the tests come up. In terms of the  
6 DREAM Program, we will be expanding that. I want to  
7 be clear about the DREAM program, though, because I  
8 did just do this actually in District 29, and the  
9 people in the audience were looking at how do we get  
10 more of our kids to take the test. The program is  
11 there. However, parents have to send their students  
12 to it. There has to--they have to give up an  
13 afternoon a week where they go to school 'til six  
14 o'clock and they have to go on Saturdays, and for  
15 parents to say, "well, you know, they don't want to  
16 go to school on Saturday," you have to sacrifice  
17 something to get something. So I think it has to be  
18 a combination of both, but we are certainly happy to  
19 get more promotions out there however you want to do  
20 it. Maybe put a pamphlet out on what is the DREAM  
21 program and send it out to all of you so you can  
22 promote it within your districts, but to me, it's  
23 always amazing how we provide these programs and then  
24 who shows up or doesn't. So, you know,--

2 COUNCIL MEMBER ROSE: [interposing] So  
3 every school has access to the DREAM program?

4 CHANCELLOR FARINA: They have access not  
5 all in their own schools. There are certain sites.  
6 There's one within every district that kids can go  
7 to, but they have to get there, and they have to go  
8 there after school, and they have to go there on  
9 Saturdays, and it's more than a one-year commitment.  
10 This doesn't start in eighth grade. It starts in  
11 sixth grade. So, its three years of extra time on  
12 task getting the things you need like the vocabulary  
13 development. I think what's also going to help us a  
14 lot is that putting algebra and making sure it's in  
15 every single middle school is going to make a big  
16 difference also, because we know that in taking these  
17 exams, that knowledge of algebra is one of the things  
18 that makes a difference if you have it or don't have  
19 it.

20 COUNCIL MEMBER ROSE: And how many  
21 students does this 50,000 dollar commitment plan to  
22 reach?

23 URSULINA RAMIREZ: No, I think we're going  
24 to have to get back to you on the how many students  
25 it will reach. [off mic]

2 CHANCELLOR FARINA: Yeah.

3 COUNCIL MEMBER ROSE: How many people are  
4 currently engaged in the program?

5 CHANCELLOR FARINA: It's over--I know  
6 it's over 1,000. I can't give you the exact number. I  
7 just went to one of their events, but we'll get you  
8 those numbers.

9 COUNCIL MEMBER ROSE: So, this will  
10 increase that number or maintain it?

11 CHANCELLOR FARINA: Yeah, also--and the  
12 recruiting. I mean, it's a matter of recruiting.  
13 Keep in mind also that middle schools as of last year  
14 all have after school programs, and we asked all our  
15 middle schools to make sure that at least one of the  
16 after school programs is an academic one, and many of  
17 the after school programs are also geared to help the  
18 kids with test prep. So, I just went to visit one in  
19 Queens, Cypress Hills Community Center 171, where she  
20 does a lot of her after school programs in a very  
21 high need area to prepare the kids for select  
22 schools, not just, you know, the big three, but all  
23 of them, and she has a very good track record working  
24 with one of her community based organizations.

2 COUNCIL MEMBER ROSE: Okay, thank you.  
3 My time is up.

4 CHAIRPERSON FERRERAS-COPELAND: Thank  
5 you, Council Member Rose. If you'd like, we can add  
6 you to the second round. Council Member Miller  
7 followed by Council Member Levine, followed by  
8 Council Member Deutsch.

9 COUNCIL MEMBER MILLER: Good morning and  
10 thank you to my Co-Chairs. Good morning, Chancellor,  
11 you and your team. I want to kind of piggy-back on  
12 my colleague Grodenchik and the school location.  
13 Most of my children attend 109 as well. Not  
14 necessarily the specifics of it, but just policy as  
15 to how that occurs in terms of co-location, getting  
16 the information out. I know that that was asked.  
17 Now, what I would ask is that we be given the  
18 information sometime in the future as to what the  
19 criteria is, whether it's classroom space, and  
20 whether or not the community had the same access to  
21 that classroom space so that they can then provide  
22 additional programming. I know they're looking--I  
23 actually did an additional lab in that school. So  
24 each time it appears that we have in any school  
25 additional space it becomes co-located. So, we want

2 to kind of figure that one out. Now, I know you also  
3 said that you were visiting some of the co-locating  
4 schools. What I would also like to know in terms of  
5 any supporting data around co-located schools where  
6 high schools are located in the same building as  
7 middle schools or elementary schools. I have two in  
8 my district that kind of, in my experience, I have  
9 seen that they have not necessarily been able to  
10 duplicate the high school experience with whether  
11 it's sports clubs, it's teams, as well as going and  
12 being in the same building with your younger sibling.  
13 And so what we have seen is a fall-off from K through  
14 eight, and then the high school. They kind of get  
15 disinterested. How are we addressing that? So,  
16 that's my co-location riff. Last week, at Stated, we  
17 had the pleasure of welcoming and rewarding IS 192 of  
18 Hollis Queens. They were the regional robotic  
19 champions--

20 CHANCELLOR FARINA: [interposing] Yep.

21 COUNCIL MEMBER MILLER: and they just  
22 competed internationally.

23 CHANCELLOR FARINA: Right.

24 COUNCIL MEMBER MILLER: We're very, very  
25 proud of them. it happens to be one of those schools

2 that's a few years back no one wanted to send their  
3 children to, but I think that we no longer have  
4 those, and now I know we don't have them in 28 and  
5 29, and I suspect they don't exist within the City  
6 longer. Schools there it's just the narrative, and  
7 so I would hope that we can do a better job in  
8 getting out really what's really happening and going  
9 on in our schools, the really vital education that's  
10 going on there. So, but one of the things that came  
11 out that when they competed internationally they were  
12 being supported, corporate foundations, through the  
13 state, or even through their countries, and 192 kind  
14 of was really makeshift in that they weren't--didn't  
15 have a program. It was a teacher, coach volunteering,  
16 parents, and so we would like to, as we address our  
17 STEM issues. How committed are we to these type of  
18 programs? Can we look forward to additional  
19 resources, not just for 192, but other children so  
20 that they compete, can compete in that way.

21 CHANCELLOR FARINA: Well, I think that a  
22 lot of people don't know, and we're working on it now  
23 with our Communications Department. One of the  
24 things we're going to be doing a lot of in the next  
25 couple of weeks is talking about celebrations. We

2 have sent teams. We sent a chess team, the Soap Box  
3 Derby Team, the Robotics Team all over this country,  
4 because we are finalists if not winners in almost  
5 every single competition that we enter, and one of  
6 the things that we've said--obviously, a lot of these  
7 are sponsored. I just went to the robotics finale at  
8 Jacob Javits [sp?].

9 COUNCIL MEMBER MILLER: Right.

10 CHANCELLOR FARINA: And we have a lot of  
11 schools that compete with sponsorship from their own  
12 schools. When schools just go outside the City, if  
13 they need a certain amount of funding, we have a  
14 special fund at the DOE that helps do it. We don't  
15 pay for the whole thing, but if they have raised  
16 money on their own, you know, doing, you know, all  
17 kinds of in-school activities, we try to match some  
18 of those funds. We just did it for some of the other  
19 organizations, but I think you're absolutely right.  
20 We have to celebrate what's working, and in terms of  
21 STEM there are so many competitions. There's a Maker  
22 Fair [sic]. There's all--fab lab. There's all kinds  
23 of events that are taking place now where we're way  
24 ahead. We just had an event for teachers and  
25 administrators. Four hundred people came during

2 their vacation time to actually learn more on how to  
3 do this. So, I think we need to be a little bit more  
4 celebratory about the work we're doing, but very  
5 proud of 192. They were actually at City Hall, I  
6 think,--

7 COUNCIL MEMBER MILLER: [interposing] Yep.

8 CHANCELLOR FARINA: to get some of the  
9 accolades they well deserved, but in every single  
10 part of STEM there are wonderful things happening  
11 around the City.

12 COUNCIL MEMBER MILLER: And so finally, I  
13 know in other school districts, and obviously smaller  
14 school districts throughout the state and throughout  
15 the eastern region, parents have online access, real-  
16 time access to school activities, what their children  
17 are doing, what the curriculum looks like, whether  
18 homework is done and all those things there. How  
19 close are we to seeing that here in the local DOE?

20 CHANCELLOR FARINA: From your lips to  
21 God's ears, I'd say we're more--we're closer on a  
22 school by school basis. There are many middle  
23 schools and high schools that already have this  
24 availability depending on the expertise within their  
25 own building to get it. In fact, I just visited two

2 schools that are doing this on very high level. So  
3 the idea is how do we get those schools to share what  
4 they do and how they do it with others, but I would  
5 say this is obviously not going to happen certainly  
6 not in the next year, but it's a good idea.

7 CHAIRPERSON FERRERAS-COPELAND: Thank  
8 you, Council Member. We will now have Council Member  
9 Levine followed by Council Member Rosenthal followed  
10 by Council Member Cornegy. We've been joined by  
11 Council Member Levine, Barron, Maisel, and Treyger.

12 COUNCIL MEMBER LEVINE: Thank you, Madam  
13 Chair. Good morning, Chancellor. Always great to  
14 see you. You and I share a passion for dual language  
15 programs. I want to tell you how much I appreciate  
16 your support of this initiative, which I think is  
17 critical to fostering the kind of bilingualism that  
18 kids need today in a global economy. I want to thank  
19 you not only for your rhetoric in support of this,  
20 but for the facts on the ground that you've created  
21 in expanding the number of programs. I think you're  
22 adding 36 more for the coming fall, which is great  
23 news. Can you tell us what the total number of  
24 students enrolled in dual language programs is now or  
25 will be next year?

2 CHANCELLOR FARINA: I don't have a number  
3 of students, but I will tell you that as these  
4 programs have grown, the number of languages have  
5 grown. So for example, there is a possibility of a  
6 Albanian dual language coming up, and again, the key  
7 here is do you have enough students to put in a class  
8 with students who are only mono-linguals. Are  
9 parents willing to do that? We have Polish. We have  
10 Russian. We have Hebrew. Mandarin Chinese and  
11 Spanish are obviously the two most popular. We have  
12 Japanese this year is going into its second year.  
13 So, I think the interesting thing is not only how  
14 many programs, but how diverse the programs are and  
15 the challenges. The challenges, once again, many of  
16 the embassies have now contacted us and say, "How can  
17 we help? How can we get you the people who we know in  
18 our communities who want to become teachers?" Here  
19 again, that reciprocal teaching, if you have a  
20 license to teach in another language, why can't we  
21 give you a license here? And that's particularly  
22 true in the Asian community. We spoke at the Asia  
23 Society, and a lot of the people there were saying,  
24 "Well, I was a teacher in my country. Why can't I  
25 teach here?" So, there's a lot of challenges with

2 it, but that's not going to stop us from moving  
3 forward on this.

4 COUNCIL MEMBER LEVINE: Great. Great news.  
5 Can I follow up with your office later to try and get  
6 the total number of current enrollees?

7 CHANCELLOR FARINA: Yeah.

8 COUNCIL MEMBER LEVINE: Okay, great.  
9 What's the budget impact of dual language programs?  
10 Do they cost more? Do you have a separate budget  
11 line for that? If they cost more, what's that  
12 expense going towards?

13 CHANCELLOR FARINA: Well, they cost more  
14 in a sense that they need two teachers. I mean,  
15 there's two ways of doing dual language. In the high  
16 schools--I'm going back to dual [sic] language--it's  
17 one teacher who speaks both languages teaching  
18 chemistry, for example, but in elementary school it's  
19 parallel teaching where the teacher who does English  
20 is doing English, and then the teacher who speaks the  
21 other language is doing the other language. In some  
22 schools, they choose one person doing both languages,  
23 but usually after elementary school that model in and  
24 of itself doesn't work that well, so that's an  
25 expense. I think of it as an investment, not an

2 expense if this is something that's going to help  
3 students, you know, graduate. Many more colleges--  
4 now you know for a while there colleges had  
5 eliminated their foreign language requirements. Many  
6 more are now putting it back. We're also looking to  
7 institute a distinguished diploma at the end of high  
8 school. We're now--you see, also when you have dual  
9 language in elementary school, you need to make sure  
10 that then you have a feeder pattern to middle school,  
11 and now that we have them in middle school, we want a  
12 feeder pattern to high school. This year, we started  
13 three high schools that have dual language programs,  
14 and our expectation is that we're going to have to do  
15 more of that, because parents have a right to say,  
16 "Well they started in elementary, why can't we  
17 continue?" So, every time we have a good idea, there  
18 are new challenges, and I think new challenges, as  
19 long as we're working for the right reason, are worth  
20 overcoming.

21 COUNCIL MEMBER LEVINE: Great. And so  
22 for the 36 programs you're opening in the fall, is  
23 there a budget impact on that? Did you have to add  
24 additional money to the budget? Do you know what  
25 that would be?

2 CHANCELLOR FARINA: I can't give you that  
3 answer, but my feeling is that most of the money is  
4 coming out of--a portion of this is federal monies,  
5 because the federal government is giving us a lot of  
6 our English language learner funds. So, we've just  
7 decided to spend it this way. So, I don't think it's  
8 about taking money away from other.

9 COUNCIL MEMBER LEVINE: So it's not all  
10 on the individual schools. Centrally--

11 CHANCELLOR FARINA: [interposing] Oh,  
12 absolutely.

13 COUNCIL MEMBER LEVINE: DOE has the extra  
14 resources.

15 CHANCELLOR FARINA: Oh, no, no. We  
16 actually fund most of it, at least the beginning  
17 years from us.

18 COUNCIL MEMBER LEVINE: Right.

19 CHANCELLOR FARINA: Because there are  
20 certain things. We want to make sure it's in the  
21 right place. The principal in and of herself or  
22 himself cannot do this, because we need a commitment  
23 that there's space available in their building. We  
24 need a commitment that the right number of students--  
25 there's a ratio of how many students speak Japanese

2 versus speak English, and also, we are totally  
3 accountable for the teacher professional development,  
4 and starting last year we insist that the principals  
5 come along with the teachers, because if you don't  
6 have the principals who are committed to these  
7 programs, then the teachers may not be able to do  
8 what they need to do. So, it's a combination of many  
9 things, and we carry most of the burden assuming that  
10 this is something that's going to work. The other  
11 thing is that dual language programs in the past have  
12 also increased enrollment--

13 COUNCIL MEMBER LEVINE: [interposing]

14 Yeah.

15 CHANCELLOR FARINA: in schools.

16 COUNCIL MEMBER LEVINE: And diversity.

17 CHANCELLOR FARINA: And diversity to  
18 enroll. So we're doing this for a lot of reasons.  
19 Obviously, speaking another language being number  
20 one, but if you have a middle school for example  
21 that's under enrolled, and there are some of you from  
22 districts where that was the initial reason for doing  
23 it, we've seen a spike in enrollment in those--

24 COUNCIL MEMBER LEVINE: [interposing]

25 Could you very quickly explain how the model programs

2 work? I know my time is up. You've designated 15  
3 programs as models, is that right?

4 CHANCELLOR FARINA: Models are the ones  
5 who have taken it most seriously and have increased  
6 recruitment to the community as a whole. There are  
7 also models who may have tried if there's space  
8 available to bring in students outside of their  
9 catchment areas, and where the teachers are doing an  
10 outstanding job. I was just in a program in Queens,  
11 PS 16, those fifth graders presented in writing and  
12 in speaking and in song in two languages better than  
13 anyone I've seen in a foreign country. So, those are  
14 model programs where the principal can articulate  
15 what they've done and how they've done it.

16 COUNCIL MEMBER LEVINE: Wonderful. Thank  
17 you so much. Thank you, Chair.

18 CHAIRPERSON FERRERAS-COPELAND: Thank you,  
19 Council Member. We will now hear from Council Member  
20 Rosenthal followed by Council Member Cornegy followed  
21 by Council Member Kallos, and we've been joined by  
22 Council Member Johnson.

23 COUNCIL MEMBER ROSENTHAL: Thank you so  
24 much, Chairs, and thank you so much, Chancellor.  
25 It's great to see you as always, and thanks so much

2 for a successful Student Voter Registration Day. We  
3 registered over 8,500 kids, and I know you're working  
4 on the next one already, so I really appreciate that  
5 effort. I wanted to ask you--a lot of people have  
6 been asking you about funding for the incredibly  
7 important programs that you do. I'm going to switch a  
8 little bit over to the revenue side just to make sure  
9 that we're getting in all the revenue the City could  
10 be getting to pay for these incredibly important  
11 programs. I'd like to ask you about two. One was as  
12 a follow-up to Council Member Dromm asked you for the  
13 e-rate revenue increases, but in the answer what I  
14 heard was savings of 38 million that were  
15 attributable to things other than the e-rate. Is  
16 there a figure, increase or not, is there a figure in  
17 the budget for expected revenue from e-rate for  
18 Fiscal Year 17?

19 URSULINA RAMIREZ: So, we are in the e-  
20 rate funding period right now in terms of turning in  
21 our application and working on that right now. So we  
22 are hopeful to receive funding from the SDC for you.

23 COUNCIL MEMBER ROSENTHAL: And do you  
24 have an expected amount for Fiscal Year 17?

2 URSULINA RAMIREZ: It doesn't go to our  
3 budget. It's a discount program. So, it's not--

4 COUNCIL MEMBER ROSENTHAL: [interposing]  
5 Excuse me?

6 URSULINA RAMIREZ: It doesn't go to our  
7 budget. It's a discount program.

8 COUNCIL MEMBER ROSENTHAL: SO, in the  
9 discount, that would of course be--you would, of  
10 course, in order to calculate your expense, you would  
11 include your discount number, right, in order to get  
12 in that number? No? Ray's shaking his head.

13 RAY ORLANDO: The way we--the way the  
14 program works, and team, correct me if I get it  
15 wrong, is that the--we apply for projects that we  
16 believe to be eligible to the FCC at what we believe--  
17 -

18 COUNCIL MEMBER ROSENTHAL: [interposing]  
19 Right. Ray, you know, I have two minutes left in my  
20 question. I guess I--understanding the program, not  
21 understanding the program, I'm just interested in  
22 knowing what the dollar value is, or if you can't  
23 give me the dollar value, what percentage of your  
24 applications do you think you'll get the discounted  
25 rate at. However you want to give me the number, I'm

2 just trying to get a number, and if you don't have  
3 it, just say you don't have it.

4 URSULINA RAMIREZ: Yeah, we'll get you  
5 that number--

6 COUNCIL MEMBER ROSENTHAL: [interposing]  
7 Okay.

8 URSULINA RAMIREZ: after.

9 COUNCIL MEMBER ROSENTHAL: After, you  
10 don't have it now.

11 URSULINA RAMIREZ: No.

12 COUNCIL MEMBER ROSENTHAL: Okay. But you  
13 are sure that you use something to go into the Fiscal  
14 17 budget or no, because you don't know yet? You  
15 have to get back to me, okay. Last year you put  
16 money in the budget for Chrome Notebooks in order to  
17 increase the ability of your OT's and PT's to bill  
18 Medicaid for the Special Ed services that you  
19 provide. Did you--did that have any luck with that?  
20 Did your--what's your Medicaid expected? Well,  
21 actually, my understanding is for the third year in a  
22 row, your expectations for Medicaid revenue for that  
23 program have decreased. I'm wondering if the impact,  
24 if there was an impact of putting that money in for  
25 the Chrome Notebooks, or if instead you've decided to

2 contract out that service and so the providers are  
3 doing that? Or you'll get back to me?

4 RAY ORLANDO: Hi. So we have provided the  
5 OT's and PT's with Chrome Books as you note. Our  
6 expectation is that we will end up billing Medicaid  
7 this year for more money than we did last year. The  
8 OT's and PT's have improved session entry turnaround  
9 time by 50 percent on average with the Chrome Books.  
10 So we think the Chrome Books have helped the OT's and  
11 PT's to--

12 COUNCIL MEMBER ROSENTHAL: [interposing]  
13 Great.

14 RAY ORLANDO: improve the session entry  
15 turnaround.

16 COUNCIL MEMBER ROSENTHAL: So, in Fiscal  
17 Year 15, what was the revenue you got back in Fiscal  
18 16 and then your expectation for 17? I just want to  
19 be able to note that in my records.

20 RAY ORLANDO: We believe that we'll  
21 collect in Medicaid revenue this year. We're hoping  
22 to bill for approximately 45 million dollars of  
23 service, and last year we billed for approximately 30  
24 million dollars.

2 COUNCIL MEMBER ROSENTHAL: You billed for  
3 30 last year, 45 this year--

4 RAY ORLANDO: [interposing] And we expect  
5 to be able to bill by the end of June. We're hoping  
6 to bill for 45, yes.

7 COUNCIL MEMBER ROSENTHAL: Forty-five for  
8 Fiscal Year 16 and 17?

9 RAY ORLANDO: Yes, in 16. Seventeen,  
10 does anyone know what the target--I don't--I can get  
11 it to you. I just don't know what it is. It's in the  
12 budget, but I don't know the number.

13 COUNCIL MEMBER ROSENTHAL: Okay. Thank  
14 you very much.

15 CHAIRPERSON FERRERAS-COPELAND: Thank  
16 you, Council Member. We will now hear from Council  
17 Member Cornegy followed by Council Member Kallos  
18 followed by Council Member Lander.

19 COUNCIL MEMBER CORNEGY: Good morning,  
20 Chancellor. So, I would like to say that I am  
21 grateful for on behalf of District 16 for the gifted  
22 and talented program that we anticipate for the fall.  
23 There are some very excited parents as well as  
24 students as well as legislators about the  
25 possibilities for that program. As part of the

2 Black, Latino and Asian Caucus, we did cite that my  
3 district along with three or four other districts  
4 were districts who had no gifted and talented  
5 programs, and they obviously were in predominantly  
6 black and Hispanic communities. I wanted to know if  
7 there's a move on behalf of the DOE to bring those  
8 same services to those particular districts as was  
9 done in mine.

10 CHANCELLOR FARINA: Yes, all four  
11 districts are getting the same program. Again, as I  
12 said before, the major difference is that this was  
13 going to start in third grade, which allows--and I  
14 met with your CEC several times, actually, to explain  
15 to them why I thought this was a better way to go.  
16 The other thing is also that it will have multiple  
17 measures and all of your second graders so that  
18 parents don't have to look--all second graders will  
19 be eligible to apply for this particular program, and  
20 also that they will eventually be able to go from  
21 third, fourth and fifth grade to a middle school in  
22 District 16, and the other thing, that will also  
23 continue the honors programs right into the middle  
24 schools. So, we met with a lot of your parents. I  
25 think also you have a superintendent who is taking

2 this very, very seriously, has already chosen a  
3 school and a principal who has had some background in  
4 this, and again, the teachers are going to be  
5 specifically trained. These are not the same  
6 teachers who are working in these schools. These are  
7 teachers who are going to go for summer institutes to  
8 be able to bring a special curriculum back to those  
9 schools.

10 COUNCIL MEMBER CORNEGY: So, Chancellor,  
11 I'm glad you mentioned the middle schools, because as  
12 the Black, Latino and Asian Caucus began to drill a  
13 little deeper, what we found was there was in some  
14 districts where there were elementary schools that  
15 had gifted and talented programs, there was no  
16 continuum. So I'm really glad to hear what you're  
17 saying about the junior high schools, because with  
18 the rate of black and Latino students taking the test  
19 for specialized high schools--

20 CHANCELLOR FARINA: [interposing] Right.

21 COUNCIL MEMBER CORNEGY: and/or being  
22 admitted into specialized high schools, we know that  
23 the continuum has to be with junior high schools. So  
24 I'm really glad that you're committed to that.  
25 Lastly, I had hoped that there would have been a

2 budget line perhaps for enrichment for those  
3 districts like district 16 who are now getting  
4 reintroduced to the gifted and talented program to  
5 help build capacity within those programs to accept  
6 more students. So, I can talk to you offline about  
7 what that looks like.

8 CHANCELLOR FARINA: Yeah, and I think,  
9 you know, certainly the four superintendents where  
10 having these new programs have also talked about  
11 creating what we call the enrichment model in other  
12 schools so that the principals feel that they want to  
13 compete and want to keep their kids so their kids  
14 don't go to another school, but it means that the  
15 whole district has to--and that's part of the reason  
16 why we're also doing the co-location at one of your  
17 schools, because by bringing two schools together the  
18 resources will be greater there for these schools in  
19 the building. So, I have high hopes for this  
20 particular program.

21 COUNCIL MEMBER CORNEGY: But I would be  
22 remiss if I didn't tell you that in my district, the  
23 whole district band together when we understood that  
24 there was an opportunity to do this. So--

2 CHANCELLOR FARINA: [interposing] Oh, no,  
3 and your superintendent wouldn't let me get away with  
4 it. So, that's all well and good.

5 COUNCIL MEMBER CORNEGY: So, but we had  
6 groups like NSBE, which is the National Society of  
7 Black Engineers, who--

8 CHANCELLOR FARINA: [interposing] Right.

9 COUNCIL MEMBER CORNEGY: came out and  
10 committed themselves to tutoring and test prep, but  
11 what we realized was just test prep wasn't enough and  
12 that enrichment was the greater model to work though.  
13 So we can appreciate--

14 CHANCELLOR FARINA: [interposing] And I  
15 think whatever the middle school is that we decided  
16 to put the program in, having mentors and  
17 internships, which is exactly what those groups  
18 should be involved with, that would be the middle  
19 school to do it, and actually you have several middle  
20 school principals, all of which want the program.  
21 Jackie being one of them and a few others.

22 COUNCIL MEMBER CORNEGY: Yeah. So, thank  
23 you again for that, and just lastly with the renewal  
24 schools, I wonder if you can briefly give us a report  
25

2 back on how they're doing, what your expectation is,  
3 in particular the Boys and Girls High School.

4 CHANCELLOR FARINA: The renewal schools  
5 we have been working obviously very strenuously. I  
6 think, you know, one of the things that we have done  
7 particularly well I think we eliminated--we lowered  
8 the chronic absenteeism. We've increased the  
9 attendance. I think also there's been a change of  
10 leadership in many of our renewal schools. I think in  
11 Boys and Girls High in particular having a principal  
12 who's a Master Principal working in that building has  
13 made a difference. He is trying to simultaneously  
14 run another school, but I think it's actually worked  
15 well because he combines the teachers from both  
16 schools, so they kind of work off each other, and I  
17 know that the Commissioner of the 27 schools that are  
18 high priority within the renewal school, she has  
19 visited a lot of them, will continue to visit more,  
20 and she's very impressed with the way we're doing the  
21 teacher professional development. So, I anticipate  
22 seeing great things, but I can certainly give you a  
23 written report on the renewal schools by your  
24 specific district so you have a better idea of what's  
25 happening.

2 COUNCIL MEMBER CORNEGY: Thank you.

3 CHAIRPERSON FERRERAS-COPELAND: Thank  
4 you, Council Member. We will now hear from Council  
5 Member Kallos followed by Council Member Lander  
6 followed by Council Member Treyger.

7 COUNCIL MEMBER KALLOS: Thank you,  
8 Chancellor. I'd like to talk to you today about  
9 school seats, hunger and civics. On the topic of  
10 school seats, WNYC in 2014 estimated that we had over  
11 2,118 four-year-olds in my district. At that point  
12 we had 123 pre-k seats. Coming into this year we  
13 only had 425. We've been able to work with Deputy  
14 Chancellor Josh Wallack on securing additional 90  
15 seats. What I can tell you is walking each and every  
16 provider through the process is painstaking. It  
17 requires a staffer fully devoted to this and only  
18 this, and the process must be better, and we have  
19 existing providers that somehow still fell through  
20 the cracks. We'd like to get that provider into the  
21 system so we can get those valuable seats. With that  
22 being said, I'm glad we got another 90 seats, and  
23 we're now up to 515, but that still puts us 1,500  
24 short. I learned recently that my district has fewer  
25 UPK seats than anywhere else, and there's a lack of

2 transparency around the process, and I even had to  
3 FOIA to find out what's going on, and I think that  
4 that is not in the interest of an Administration that  
5 has the partnership that we say we do. So, I guess,  
6 the big piece is will you commit to sharing with us  
7 how many people are applying for my council district?  
8 How many are getting the seats in my council  
9 district? How many people are being sent down here to  
10 the world's financial center, and where we're going  
11 to have four-year-olds with 45-minute to an hour  
12 commute? So, I'd like to start with there, and if  
13 you could be quick in your answer I'd also like to  
14 touch on hunger and civics.

15 CHANCELLOR FARINA: Well, I know that  
16 this is something you've been discussing with Deputy  
17 Chancellor Wallack, and I certainly suggest in terms  
18 of the specifics that that is where the conversation  
19 should go. I think in terms of trying to even out  
20 the numbers, keep in mind that probably our numbers  
21 will not be as formalized until the middle of June  
22 because we're waiting for people to reply back. Many  
23 parents apply to multiple places. They will apply to  
24 private schools. They'll apply to other places, but

2 I am very much aware of the Roosevelt Island  
3 situation, and I we're looking--

4 COUNCIL MEMBER KALLOS: [interposing] I  
5 think Roosevelt Island we're set, but I think the  
6 issue is if you would share that I had--that not  
7 dealing with the 2,000 number but I only need 30 or  
8 60 or 100 seats, if you actually told me what the  
9 numbers were and told the community because right now  
10 I have parents who are like, we don't know if should  
11 spend, 30, 40, 50,000, mortgage our apartment, get  
12 our kid into a pre-k or whether or not there's enough  
13 seats because we just rolled out these new 90 seats  
14 and they're like, "Am I one of the lucky people? What  
15 are my odds? Is it 36 to 36?" And that's something  
16 that shouldn't have to happen at hearing, though.

17 CHANCELLOR FARINA: Someone here should  
18 be able to answer [sic]. Okay.

19 CLAIRE TOTTEN: Hi, Claire Totten on  
20 behalf of pre-k. We know we're continuing to work  
21 with you to add seats in your district. We still have  
22 work to do. We know there are not--

23 COUNCIL MEMBER KALLOS: [interposing] How  
24 many parents applied from Council District Five?

2 CLAIRe TOTTeN: Application period is  
3 still open. It'll close the--

4 COUNCIL MEMBER KALLOS: [interposing] For  
5 the first period, for the first round.

6 CLAIRe TOTTeN: For the first round it  
7 increased by about 150. You had approximately 26,000  
8 families apply, 2,600.

9 COUNCIL MEMBER KALLOS: Twenty-six  
10 hundred families apply.

11 CLAIRe TOTTeN: Correct.

12 COUNCIL MEMBER KALLOS: And so we--okay.  
13 So, and how many were turned away or put on waiting  
14 lists?

15 CLAIRe TOTTeN: Absolutely every family  
16 got an offer. Chances are most of the families did  
17 not get an offer to receive located close to their  
18 district or within.

19 COUNCIL MEMBER KALLOS: Okay. So, to the  
20 extent we can really deal with it, that's a lot of  
21 families who need seats. The next piece is on  
22 hunger. My understanding is for school breakfast and  
23 lunch that is almost fully funded by the federal  
24 government. Is that correct? To the point where it  
25 only costs us--even though we may outlay tens of

2 millions, we only end up spending a million or a  
3 couple million on it.

4 RAY ORLANDO: The reimbursement covers  
5 about 80 percent of the cost of the program.

6 COUNCIL MEMBER KALLOS: Eighty percent?

7 RAY ORLANDO: Yeah.

8 COUNCIL MEMBER KALLOS: So that being  
9 said, if 80 percent of this money is coming from the  
10 federal government, every dollar that comes in pays  
11 for staff, pays for food, pays for our local economy.  
12 Can we roll out free lunch to the entire city,  
13 because 1.1 million kids could be eating breakfast  
14 and lunch for free and the federal government will  
15 pay for it, 80 percent?

16 CHANCELLOR FARINA: We're assessing the  
17 possibility.

18 COUNCIL MEMBER KALLOS: If you--I want to  
19 wake up in a city where every kid has breakfast and  
20 lunch, and in terms of the community learning  
21 schools, does every community learning school offer  
22 supper because President Obama says he'll pay for  
23 that too? So, we could be waking up in a city where  
24 1.1 million children have three square meals a day.

2 That's one-eighth of our city. I would be amazing.

3 Can we do it?

4 CHANCELLOR FARINA: You know, it's all a  
5 matter of priorities. We have to take it one step at  
6 a time. I'm not saying no. I said we'll go back and  
7 look at that.

8 COUNCIL MEMBER KALLOS: Thank you. That  
9 would be great. And I guess, just last piece, as  
10 we're heading into the general election, I know you  
11 had concerns last time, but I do believe that we do  
12 need to have a civil discourse around politics, and  
13 if we can work with kids to have it in school, then  
14 they'll learn so that they can do it when they get to  
15 be adults, and even if they--we have the next  
16 President of the United States in our grade schools  
17 right now, they might be able to change the dialogue  
18 on a national level one day.

19 CHANCELLOR FARINA: We have a civics  
20 engagement curriculum. It starts in kindergarten.  
21 It's been given out to all the schools. So, that is  
22 our plan. We have certainly worked on registering  
23 high school students to vote, and now we're going to  
24 be starting a campaign to have discussions in schools  
25 about what makes a good leader. So rather than get

2 involved in particular people and personalities, if  
3 you're looking for a leader, what would be the  
4 qualities, the traits they would have, and having  
5 discussions in schools that don't becoming finger-  
6 pointing I think is a really important part of the  
7 lection process, but there's is a process in place. I  
8 t's part of our social studies curriculum, and we're  
9 certainly encouraging principals to use it in their  
10 schools.

11 COUNCIL MEMBER KALLOS: My hypothesis is  
12 if we had children doing a mock vote every year from  
13 pre-k all the way up through high school that they  
14 would be so much more likely to vote when they turned  
15 18, and would love to have your partnership in that.

16 CHANCELLOR FARINA: I think what we've  
17 seen in the past in a lot of our mock votes is that  
18 depending on the age if there's no dialogue and no  
19 teaching, students just do whatever their parents are  
20 doing at home. So, I do think the education piece is  
21 crucial. You know, what is an elected official?  
22 What should they be looking at? What are some of the  
23 issues that you think should be important? I think  
24 discussing some of the issues are really important.  
25 Many of our schools are discussing issues like

2 immigration. Certainly, it's fourth-grade  
3 curriculum. It's a seventh curriculum, and it's a  
4 10<sup>th</sup> grade curriculum. So, I think discussing the  
5 issues is another way to make more enlightened  
6 citizens, and I'm happy to share the curriculum as it  
7 now exists so you can see it, and I think that's the  
8 right way to go. If schools--I am not against them  
9 doing mock trials. All I'm saying is be very careful  
10 that it's done in an educational way, and it's not  
11 done simply as a free for all like an afterschool  
12 program, but part of the school day.

13 COUNCIL MEMBER KALLOS: I would love to do  
14 a--

15 CHAIRPERSON DROMM: [interposing] Okay,  
16 thank you.

17 COUNCIL MEMBER KALLOS: pilot with you in  
18 my schools and any other Council Members who wish  
19 with your support if you agree to that.

20 CHAIRPERSON DROMM: Thank you, Council  
21 Member Kallos. Next, we have Council Member Lander  
22 followed by Treyger, Barron, Levine, and Johnson.

23 COUNCIL MEMBER LANDER: Thank you, Chair  
24 Dromm. Chancellor, good to see you, and I know on  
25 this vein of civic engagement we've spoken about

2 using participatory budgeting and trying to have that  
3 be something. We've seen some amazing work in  
4 schools and are looking forward to working with you  
5 to make that even more--

6 CHANCELLOR FARINA: [interposing] And  
7 before you--I mean, I won't take away your time. You  
8 get extra. I would love to see participatory budget  
9 being taught in every high school, because I was at  
10 actually your event the other day City Council  
11 Johnson, and one of the principals said to me, she  
12 was there specifically to see if she got some of the  
13 money, and one of the things I asked her is, "How  
14 much did you involve the students in doing the  
15 participatory budgeting?" And she said, "Well, it  
16 was mostly teachers and parents." We've got to take  
17 it, turn it around, and make students part of the  
18 process.

19 COUNCIL MEMBER LANDER: And we've, you  
20 know, at the--

21 CHANCELLOR FARINA: [interposing] I know.

22 COUNCIL MEMBER LANDER: John Jay building  
23 we've had that, and at PS 230 they run their own  
24 whole--PS 230 and 107 run their own whole internal  
25 process with a little money set aside by the PTA.

2 It's been great. Thanks for all the good things  
3 continuing in District 15. You know, PS 282 just  
4 came back the National Chess Champions, and I was out  
5 there, and at PS 32 and particularly [sic] the last  
6 couple of days, and great things happening in all  
7 those places. I want to thank you for the move to  
8 blind rankings on the District 15 middle school  
9 process, and though this is a budget hearing so I  
10 won't focus on the diversity and integration and  
11 segregation, we've made a lot of progress over the  
12 last year, and I look forward to when we can pick up  
13 that conversation about where we're headed next. But  
14 since it's a budget hearing, I'll focus on budget  
15 questions. One number that jumped out at me, and I  
16 think in a positive way, is the big increase in  
17 Special Ed, and that's Special Ed programs in our  
18 schools. In past years we've talked about our  
19 frustration with how much is going outside the  
20 schools, and I take it that this is, you know, a  
21 growing number of kids with IEP's, with you know,  
22 diagnoses and programs to help them get what they  
23 need, and I wonder, I see there's four different  
24 programs. I wonder if you just give us a little more  
25 details about are those new programs? You know, are

2 those new ASD Nest program which you and I, you know,  
3 love that we have in quite a few of? Are those  
4 expansions of existing programs? Just break down a  
5 little further if you can--

6 CHANCELLOR FARINA: [interposing] Okay,  
7 well first of all--

8 COUNCIL MEMBER LANDER: how that expansion  
9 is taking place [sic].

10 CHANCELLOR FARINA: the Nest program is  
11 very much similar to the dual language. Once you  
12 start in elementary school, you need to continue  
13 middle school and high school. So, expanding those  
14 programs so students can have, you know, from pre-k  
15 to 12<sup>th</sup> grade assistance is part of it. The other  
16 big thing in Special Ed also is that we're trying to  
17 move away from self-contained classroom to ICT  
18 classrooms, and ICT classrooms require two teachers.  
19 They require extra support services, and this year in  
20 particular we decided to do a lot more training of  
21 teachers who are in ICT classes because what we found  
22 when teachers graduate college, they know how to work  
23 in a special setting, but they don't necessarily know  
24 how to work with a partner, with another teacher.  
25 So, that was another piece of it. We also wanted to

2 make sure that related service providers fit the  
3 needs of the IEP's and what does that look like. So,  
4 that was another growth, and here again, more  
5 training in Orton-Gillingham which we think will  
6 actually help us decertify because IEP's for all  
7 students shouldn't be forever. They should be until  
8 you're at the level of proficiency. So there's lots  
9 of things we're doing simultaneously, but most  
10 importantly I think an awful lot more engagement with  
11 parents about what they can do at home and what are  
12 some of the things that when they come to school they  
13 should be able to expect their principals and parents  
14 to talk about. So there's a variety of things that  
15 are going on, but certainly the Nest program and the  
16 ICT expansion have been a big point of the growth in  
17 monies.

18 COUNCIL MEMBER LANDER: With the ICT  
19 expansion, anything that builds on the model of the  
20 Brooklyn Children's School which has D75 in district  
21 ICT or are these all in district ICT's, kids with  
22 ICT's from that local district?

23 CHANCELLOR FARINA: I would say that it's  
24 more of who are the kids in the same classroom, which  
25 is not true of the Children's model. So this is how

2 do you have--same way you have dual language. You  
3 know, what's the proportion, eight students who have  
4 IEP's versus the rest of the class? That's the ICT  
5 model that we're using, and keep in mind that when  
6 you have two teachers in the classroom, there's also  
7 a requirement when one teacher's not there to pay for  
8 a sub, it's not leaving one teacher with the rest of  
9 the kids. So there's a lot of special needs that we  
10 need if we're going to make these robust programs. I  
11 think with the Nest program we also found that when  
12 you have all the services that you do for these  
13 students that it means we've hired more school  
14 psychologists, more OT's, lots of different things.  
15 District 75 I mentioned before has a new  
16 superintendent, and one of the things that we've been  
17 saying, we need to find better models of doing more  
18 things together, but they have to be in the same  
19 building. They have to be able to figure out how they  
20 use after school programs together. How do they  
21 share resources? If you have a great speech teacher  
22 and that speech teacher is doing mandated, can two  
23 schools together maybe pay per session so she can do  
24 PD for the teachers. So, we've hired more speech

2 teachers as a whole other. So, we're moving on this  
3 in lots of different ways.

4 COUNCIL MEMBER LANDER: I would just urge  
5 another look at the--you know, I do think and I know  
6 it's expensive, but the Children's School model where  
7 you do ICT with D75 kids and D75 teachers together  
8 with district teachers, it's very powerful what  
9 happens in that building, and you know, I think it'll  
10 be great to see more of. I guess what I would just  
11 ask, I know we can't do it at this hearing, there's  
12 some detail in the budget about programmatic  
13 expansion and headcount expansion, but if you could  
14 give us to the extent you guys have at some drill-  
15 down on which programs and where so that we can  
16 really get a good sense of what's--

17 URSULINA RAMIREZ: [interposing] We can  
18 definitely get you that. And just to give you the  
19 high level, you know, ASC Nest programs, ASC Horizon,  
20 Bilingual Special Education, and ACES, but we'll get  
21 you details on the specifics in terms of students and  
22 whether they're expansions or growing models.

23 COUNCIL MEMBER LANDER: That would be  
24 great. Thank you very much.

2 CHAIRPERSON DROMM: Council Member  
3 Tregyer followed by Council Member Barron.

4 COUNCIL MEMBER TREYGER: Thank you,  
5 Chairs Dromm and Ferreras. Thanks for having this  
6 hearing, and welcome Chancellor. Great seeing you  
7 over the weekend at the coastal clean-up with Coney  
8 Island Creek. It was really--it says a lot to have  
9 the Chancellor of New York City there supporting our  
10 local schools, and I think you would agree with me  
11 that those were things that have greater impact than  
12 any textbook could have.

13 CHANCELLOR FARINA: Absolutely.

14 CHAIRPERSON DROMM: And deepens the  
15 learning experience. So, I appreciate your  
16 attendance and support. Chancellor, just a couple of  
17 quick obviously budgetary questions. The state is  
18 again on the verge of mandating another major  
19 evaluation overhaul of the evaluation system. this  
20 is a--I'm speaking like a former teacher and  
21 delegate, but I'm just curious have they set aside  
22 any funding for professional development and training  
23 and implementation for yet another evaluation system,  
24 or is this another unfunded mandate from Albany?

2 CHANCELLOR FARINA: At the moment it's  
3 still in their heads, but I will tell you that we in  
4 the City are working with a lot of different  
5 constituents, including the teachers union to see how  
6 we might be able to present a plan of our own that  
7 might be suitable for this, but I think there comes a  
8 time when things that you're being asked to do have  
9 to be funded because obviously that would make it  
10 work better, but this is an ongoing discussion with  
11 the Commissioner and also with Albany in general.

12 COUNCIL MEMBER TREYGER: And please keep  
13 us in the Council posted on this because quite  
14 frankly it's just not acceptable just to pass on  
15 mandates but not resources to meet the needs of our  
16 kids. Chancellor, this is an issue that I've heard  
17 about even my days of teaching and to this day, and  
18 there's some confusion I'd just like to get some  
19 clarity. We were told that October is register  
20 month. It's a big month with regards to attendance,  
21 but there are a number of school districts, including  
22 the ones I represent that have families that move in  
23 from other countries, and they enroll their kids  
24 because we accept all children, but we hear sometimes  
25 complaints or concerns from local schools that once

2 October passes and let's say January/February new  
3 families move in and enroll their kids to the public  
4 schools funding does not follow them. If you could  
5 just clarify this issue for me I'd greatly appreciate  
6 it.

7 CHANCELLOR FARINA: Yes, I'll--from my  
8 days as a principal I remember this one well.  
9 Registers close October 31<sup>st</sup>. Any student who's  
10 registered in your school up 'til October 31<sup>st</sup>  
11 becomes your school budget. So every child carries  
12 money with them until then. Any child who comes into  
13 your school after October 31<sup>st</sup> is like a blank slate.  
14 They don't carry money with them, and what happens in  
15 many of our schools in New York City, particularly  
16 over the last two years, the immigrant pattern means  
17 that they can come any time of the year, and also  
18 many of our student then also come in or don't come  
19 back to school after Christmas. So, you'll see in  
20 many districts a big lack in school attendance the  
21 month of January, because they'll go away to their  
22 families for the holidays and then don't come back.  
23 On the other hand, we don't take money away from them  
24 if those students aren't there. So, actually, you  
25 know, Ray and I have been discussing what is the

2 correct number that we have said okay, you're not  
3 going to move the figures for one or two children,  
4 but is there like a class size? If you have 25  
5 children who come into your school after a certain  
6 day, is there some flexible monies that can go to  
7 those schools, and we've been doing it on a case by  
8 case basis if the numbers are very large, but what we  
9 discovered last year when it first came to my  
10 attention, particularly in certain parts of Brooklyn  
11 and the Bronx, that generally it was a wipe-off. You  
12 know, you got 30 kids, but you lost--we didn't lose  
13 30. So the other thing we're looking at is in many  
14 years ago we experimented with allowing kids to be  
15 discharged. If you had a plane, you know, ticket  
16 that proved many of our students only get one way  
17 tickets, because they don't know if they're coming  
18 back. So, this is an issue, and it is something  
19 we're very much aware of, and we're monitoring parts  
20 of the city by parts of the city because it's not an  
21 oval--it's not across the City, but it's in places  
22 with large immigrant populations.

23 COUNCIL MEMBER TREYGER: I would say  
24 District 20 and 21 it's a major issue. I taught in  
25 one school that had--and we welcome all kids, but we

2 need to be funded for those kids, especially if they  
3 need IEP's and other types of resources.

4 CHANCELLOR FARINA: Oh, absolutely.

5 COUNCIL MEMBER TREYGER: Last question, I  
6 know time is--when it comes to--I support my schools  
7 with a lot of Reso. A capital support technology, but  
8 one of the things that we're seeing is that if we  
9 help support a school with Smart Boards or other  
10 forms of technology, there are maintenance agreements  
11 that these companies like to attach to their  
12 products, and that is not Reso A eligible, and that  
13 becomes a funding issue for the school. So what  
14 support does the DOE provide to those schools that  
15 receive major technology grants especially for  
16 members of the Council who really love to support  
17 technology in schools?

18 CHANCELLOR FARINA: Well, there's one  
19 thing that we're trying to do. We're trying to get  
20 what we call a computer tech line in the DOE budget,  
21 and we're actually working with legal and UFT and a  
22 few other people, so that if a principal has a large  
23 investment in technology is there a per--and some  
24 schools are already doing this, but there's no line.  
25 So, it becomes money that has to be gotten through

2 PTA's and other funds. So we are working on that,  
3 and the other thing is that it really is important  
4 that we figure what the maintenance of the future is  
5 going to be. Do you have any more--[off mic] But it  
6 is a struggle, but I also want to say thank you. I  
7 mean, all of you give special money to special  
8 schools, but in your particular case, I think the  
9 funding of a school like Dewey [sic] which it has  
10 gone from a school that was losing enrollment to one  
11 that is going to be offer, I think, three new  
12 incoming classes, has a lot to do with the kind of  
13 Reso. funding that you're doing there and the other  
14 things that we're trying to do together. So I would  
15 say also putting money in schools, and the  
16 maintenance degree notwithstanding, we need to keep  
17 doing that.

18 COUNCIL MEMBER TREYGER: Right.

19 CHANCELLOR FARINA: We need because it's  
20 going to take all of us to get these schools off up  
21 to a certain level.

22 COUNCIL MEMBER TREYGER: Thank you.

23 CHAIRPERSON DROMM: Thank you. Council  
24 Member Barron followed by Levin and Johnson.

2 COUNCIL MEMBER BARRON: Thank you, Mr.  
3 Chair, and thank you to the panel for coming. Part  
4 of the issue with children in shelters is that  
5 basically it's only 100 dollars that is designated  
6 per student through Title I funds, and I understand  
7 that there's 10.3 million that the Executive Budget  
8 has for students in shelters. What is the plan for  
9 how that money will be utilized?

10 RAY ORLANDO: Hi, Ray Orlando, Chief  
11 Financial Officer. There are--the 10 million dollars  
12 is going to fund 33 positions in a variety of areas.  
13 We're going to provide high school enrollment  
14 counseling. We're going to increase social workers  
15 at the schools that see the largest numbers of  
16 homeless students. We're going to have DOE shelter-  
17 based attendance teachers as the Chancellor has been  
18 saying all morning; attendance improvement is key.  
19 We're going to look to fund some additional school-  
20 based health centers in elementary schools that  
21 service large numbers of homeless students. We're  
22 also going to invest money in a shelter-based  
23 literacy program.

24

25

2 COUNCIL MEMBER BARRON: What would that  
3 be, the shelter-based literacy, because that's  
4 getting at--

5 RAY ORLANDO: [interposing] Sure, that's  
6 going to fund literacy specialists.

7 COUNCIL MEMBER BARRON: Say again?

8 RAY ORLANDO: That's going to fund  
9 literacy specialists.

10 COUNCIL MEMBER BARRON: At which shelters?  
11 How many shelters?

12 RAY ORLANDO: In 35 shelters. I don't  
13 know which ones, but I believe that I'm sure we can  
14 get that for you.

15 COUNCIL MEMBER BARRON: Okay, good. Thank  
16 you. In schools that have K to eight grades, what  
17 assurance do we have that the teachers in those  
18 middle grade are certified to teach this subject  
19 area?

20 CHANCELLOR FARINA: That is one of the  
21 things we're looking at right now. To me, the bigger  
22 concern is how many students are there in sixth,  
23 seventh and eighth grades, and that's one of the  
24 things I've asked every superintendent to look at,  
25 are those students getting an appropriate middle

2 school education? Are those students prepared for  
3 high school?

4 COUNCIL MEMBER BARRON: Do we have any  
5 idea of what the range, what the percentage might be,  
6 especially when we talk about science, talk about  
7 STEM?

8 CHANCELLOR FARINA: Absolutely. No, I  
9 don't have it, but that's one of the things we're  
10 looking at because a lot--

11 COUNCIL MEMBER BARRON: [interposing] When  
12 do we think we'll be able to know?

13 CHANCELLOR FARINA: Keep in mind that a  
14 lot of the K to eights were not certified as middle  
15 school, so the teachers have common branch licenses.

16 COUNCIL MEMBER BARRON: Right.

17 CHANCELLOR FARINA: So they don't need  
18 that, but I can get that.

19 COUNCIL MEMBER BARRON: Okay, I think  
20 that would be important for us to know, especially in  
21 the science and the math, how many of those teachers  
22 and those schools are actually certified.

23 CHANCELLOR FARINA: Absolutely.

24 COUNCIL MEMBER BARRON: So, as we talk  
25 about--

2 CHANCELLOR FARINA: And again, it's not  
3 just the teacher's certified, but are they providing  
4 the right kind of opportunities for these students  
5 who then have to go to high school and be able to do  
6 certain levels of work.

7 COUNCIL MEMBER BARRON: Right. In terms  
8 of co-locations, I see that in your remarks, you have  
9 that there's a district/charter partnership. Could  
10 you just give me some more information? How were the  
11 schools selected? Suppose a principal does not want  
12 to be partnered with a charter school.

13 CHANCELLOR FARINA: No, no, the district  
14 of charter partnership has more to do with  
15 professional development.

16 COUNCIL MEMBER BARRON: Right.

17 CHANCELLOR FARINA: It doesn't have to do  
18 with co-locations. So, for example, District 23,  
19 District 19--

20 COUNCIL MEMBER BARRON: [interposing]  
21 Right.

22 CHANCELLOR FARINA: wanted to work with  
23 uncommon schools--

24 COUNCIL MEMBER BARRON: [interposing]  
25 Right.

2 CHANCELLOR FARINA: as part of the  
3 principal feedback. So, they--

4 COUNCIL MEMBER BARRON: [interposing] So  
5 it's just those training sessions that-- I've been to  
6 one or two of those sessions myself. They're usually  
7 held on Saturday. So that's what we're talking  
8 about?

9 CHANCELLOR FARINA: Yeah, but it's all  
10 voluntary which of the schools that want to  
11 participate--

12 COUNCIL MEMBER BARRON: [interposing]  
13 Okay.

14 CHANCELLOR FARINA: what is it that they  
15 want to learn, and how do they want to work together?

16 COUNCIL MEMBER BARRON: In terms of  
17 colocations, there's still an issue which I think I  
18 brought to your attention before about a beautiful  
19 pool that's not being utilized during the school day  
20 and it's really unremarkable. It's unconscionable  
21 that it's not being used. So, I still would like to  
22 find out how we can get that pool to be utilized.  
23 It's totally renovated. It's a beautiful pool, and  
24 those four principals--and that's the problem with  
25 co-locations. It's really a problem when four people

2 are doing each of their programs and not coming  
3 together in that regard, and that brings me now to  
4 colocation at--a proposal for co-location of a school  
5 in my district, the Langston Hughes School. I'm sure  
6 that your staff has been bringing you information  
7 about what we see as some of the major issues in that  
8 regard in terms of the school is growing and another  
9 school coming in would certainly hamper what it is  
10 that we want to do, and my understanding is that  
11 President Barack Obama has talked about a new program  
12 that he wants to bring in that he wants to offer to  
13 schools based on the fact that these schools will in  
14 fact have the opportunity to expand what's being done  
15 in terms of the arts sciences. The particular school  
16 I'm talking about has a beautiful music program.  
17 They have several music classes and art, and we need  
18 to make sure that that host school doesn't suffer,  
19 which has so often happened and that they've been  
20 penalized. My time is running quickly. Just two  
21 other points. What are we doing so that we increase  
22 the number of black and Latino students attending  
23 specialized high schools? We know that there are  
24 limited number of junior high schools that feed into  
25 those specialized high schools. What are we doing to

2 make sure that they're getting more than just that  
3 summer program, and what are we doing about male  
4 recruitment for bringing men into the public school  
5 system?

6 CHANCELLOR FARINA: Well, first of all,  
7 we're expanding our DREAM program. We're expanding  
8 our Discovery program. We're going to make sure that  
9 the new gifted programs in four districts also  
10 continue into middle school as honors programs. We  
11 are doing major recruitment under My Brother's  
12 Keeper. Keep in mind that it's not just men or  
13 women. It's about high quality. We have to make  
14 sure. And one of the things that we've been working  
15 on particularly in Staten Island but in other places  
16 as well is working with historically black colleges  
17 and getting them to come to a lot of our recruitment  
18 areas. Particularly we just had a whole college fair.  
19 We'll ask them to come and speak to our high school  
20 students. So there's lots of things that we're  
21 doing, and I'm happy to share some of the very  
22 specifics in terms as it relates to your particular  
23 district.

24 COUNCIL MEMBER BARRON: Thank you, and  
25 just if I could impose one more question. Is there

2 some place where we can find a plan for how the 28  
3 million dollars is going to be spent for our--is it  
4 published? Is it online, the plan for how we're  
5 going to spend the 28 million?

6 URSULINA RAMIREZ: I'm sorry, 28 million  
7 dollars--

8 COUNCIL MEMBER BARRON: integrated From  
9 the State?

10 URSULINA RAMIREZ: On?

11 COUNCIL MEMBER BARRON: For the Community  
12 School Project?

13 URSULINA RAMIREZ: For the Community  
14 School, okay. Sorry, I wanted to clarify. What we're  
15 doing right now is we are taking a look at our  
16 current community school programs and assessing of  
17 the state funding is going to support some of those  
18 that have either lost funding or where we want to  
19 expand current programs within our current community  
20 school programs.

21 COUNCIL MEMBER BARRON: So, it'll be  
22 published when it's finished, the plan?

23 URSULINA RAMIREZ: Sorry, one second.

24 COUNCIL MEMBER BARRON: Thank you for  
25 your indulgence, Mr. Chair.

2 CHANCELLOR FARINA: And again, I think if  
3 any of you want to visit a school outside of your own  
4 district to see what a community school--because now  
5 we have model schools that we've chosen, both  
6 community schools that are models, learning partner  
7 schools that are--we have models for almost anything  
8 you can imagine. We have model renewal schools. So,  
9 any schools that you want to visit to see in  
10 practices some of the things we're talking about, I'm  
11 happy to arrange for you to do that.

12 URSULINA RAMIREZ: And council woman, I  
13 think what we should do actually is have a  
14 conversation with you about our strategic plan around  
15 community schools and how our--both the city tax levy  
16 dollars have put into community schools and state so  
17 that we could talk about, you know, what it currently  
18 looks like and what our plans are moving forward.

19 COUNCIL MEMBER BARRON: Thank you.

20 URSULINA RAMIREZ: I think it'd be  
21 helpful.

22 COUNCIL MEMBER BARRON: Thank you. Thank  
23 you, Mr. Chair.

24 CHAIRPERSON DROMM: Thank you. Council  
25 Member Johnson?

2 COUNCIL MEMBER JOHNSON: Thank you, Mr.  
3 Chair. Good to see you, Chancellor. I want to thank  
4 you for coming on Saturday to our Westside Summit on  
5 the highline. I think you were the big hit.

6 CHANCELLOR FARINA: Well, you know, I  
7 think people think I must--

8 COUNCIL MEMBER JOHNSON: [interposing] I'm  
9 old hat.

10 CHANCELLOR FARINA: I must never be home,  
11 but I've actually enjoyed my Saturday events because  
12 I get to meet your constituents and also hear what  
13 you're doing, so it was great.

14 COUNCIL MEMBER JOHNSON: And there were a  
15 lot of parents and young people there as well, so it  
16 was great to have you there. I know that Chair  
17 Ferreras-Copeland asked about this at the beginning,  
18 but if you could just walk me through if there is a  
19 gender non-conforming, transgender student who is  
20 either in an elementary school, a middle school or a  
21 high school, they self-identify a certain way. You  
22 could say that there's a young transgender girl who  
23 identifies as a girl and wants to use the restroom  
24 that she identified with which is the girls' room.  
25 Does every principal and superintendent and school

2 sort of know how to handle a situation like that?

3 And are they given guidance and guidelines?

4 CHANCELLOR FARINA: This is a work in  
5 progress. Our anticipation is that they will all be  
6 given guidance. What we've been doing right now as  
7 principals email me or email their superintendents  
8 and say I have this particular situation in my  
9 school, we've been reaching out directly to those  
10 communities. What we've been advising principals to  
11 do is to start with parent meetings to talk to  
12 parents, let parents talk about what the concerns are  
13 and also what the issues are. We've been working  
14 with the Ackerman Institute which is one of the  
15 institutes that has some experience in this to get a  
16 real outlook on what is the best ways to approach  
17 this. Also, we have a committee of superintendents  
18 who have voiced an interest and this being one of  
19 their priorities. I think when Elizabeth Rose comes  
20 to report later this is a question to ask her, but we  
21 have been very strongly saying this is something we  
22 want to see happen in the high schools. A lot of the  
23 student councils have taken it upon themselves to  
24 begin these discussion, and in middle schools as  
25 well. So, our anticipation is that we will be the

2 first in this country to take this on as a very  
3 serious issue and to have strict guidelines, but as  
4 of right now, I would say that we have found  
5 administrators in particular to be very open to the  
6 idea, but they want more guidelines. They want more  
7 information, and they want training, and I think  
8 that's all part in parcel what we need to do.

9 COUNCIL MEMBER JOHNSON: So, have there  
10 been guidelines issued yet?

11 URSULINA RAMIREZ: We have issued  
12 guidelines, and what we're doing is Jared and our  
13 team is really talking to--

14 COMMISSIONER PONTE: [interposing] Jared  
15 Fox.

16 URSULINA RAMIREZ: Jared Fox, sorry.  
17 Jared Fox is speaking to both superintendents and  
18 principals and our BFSE directors to talk about how  
19 to, you know, really support students when they do  
20 self-identify and making sure that they have access  
21 to a single stall if that is what they want.

22 COUNCIL MEMBER JOHNSON: I mean, I'm  
23 really grateful that Chair Dromm last year pushed  
24 really hard to have the Council use some

2 discretionary dollars to fund that position. I mean,  
3 one person is not enough to be handling--

4 CHANCELLOR FARINA: [interposing] We've  
5 heard that.

6 COUNCIL MEMBER JOHNSON: LGBT issues  
7 throughout the school system with this many schools  
8 and young people.

9 URSULINA RAMIREZ: Yes.

10 COUNCIL MEMBER JOHNSON: I would just say  
11 that everything that you said, Chancellor, sounds  
12 really positive, but I would say that I don't want  
13 today, tomorrow, next week if there isn't full  
14 clarity from the Department of Education, from TWEED  
15 [sic], a young trans child to show up at school and  
16 to go to use a bathroom of their choice, and to be  
17 told by a staff member or be bullied in saying they  
18 can't use the bathroom of their preference. So, I  
19 just want to ensure that as quickly as possible we  
20 get the word out there that-- the Attorney General  
21 Loretta Lynch spoke out last week. The President has  
22 spoken out. They've issued national guidelines. In  
23 North Carolina they're talking about withholding  
24 federal funds potentially unless there's compliance  
25 with what DOJ is saying. I saw that Education

2 Secretary John King spoke out about this issue as  
3 well. So, I'm really happy to hear that it's your  
4 thought that we're going to be on the forefront of  
5 this, and we're going to be a leader, and I just want  
6 to ensure that we get that training as you talked  
7 about and guidelines out so that nothing happens in  
8 the meantime where a young person suffers.

9 CHANCELLOR FARINA: I would say that, you  
10 know, certainly step one and two, Jared Fox in  
11 particular who's been amazing, and I've already said  
12 it to the Council before, it would be certainly be  
13 someone we'd bring under our budget for next year,  
14 but more importantly he has already done almost half  
15 the parent coordinators in the City. He's been going  
16 district to district, borough, at the borough level  
17 giving workshops to parent coordinators so they can  
18 be--so we can do a lot of things quickly in the City.  
19 So, and they turnkey in their own respective schools.  
20 So, we're very clear that this is one of our  
21 priorities.

22 COUNCIL MEMBER JOHNSON: Thank you. I  
23 want to thank Chair Ferreras-Copeland for bringing  
24 this up at the beginning of the hearing and Chair  
25 Dromm for his advocacy on this and just say that I

2 would love for us to be updated on when these  
3 guidelines are issued and what's talked about, and  
4 also ask that we get more than one Jared Fox, that we  
5 get more people to work on this issue as well. Thank  
6 you very much.

7 URSULINA RAMIREZ: WE will make sure to  
8 get you the guidelines that we already disseminated  
9 and then work with you on how we can get it out even  
10 further.

11 CHAIRPERSON DROMM: Thank you very much,  
12 and thank you, Council Member Johnson for that as  
13 well and for your support and your acknowledgement, I  
14 think, at the foresight of this Council to provide  
15 funding for that LGBT liaison, and the DOE is going  
16 to be having a first-ever pride celebration on June  
17 21<sup>st</sup> at Tweed, and I'm very proud to work with Jared  
18 on that issue as well, and I really say that we  
19 shined last week when we already had in place the  
20 transgender guidelines and the position of the LGBT  
21 liaison and can continue to move forward in that  
22 direction, and I do thank you very much for that.  
23 Now, we're finished with the first round. I have a  
24 couple of questions that I would like to cover before  
25 we let you go here, and then if we still have time

2 we'll get to round two, but I know that the  
3 Chancellor has to leave shortly, and that the School  
4 Construction Authority will be coming in right after  
5 that as well. Let me go first to SESIS. I noticed  
6 in the budget that there's about 7.3 million dollars  
7 in the Executive Budget to improve and fix SESIS.  
8 What does that pr-- what does that look like? What  
9 are we going to see coming out of this process, and  
10 will be those fixes to SESIS. SESIS, of course, is  
11 the Special Education reporting system.

12           URSULINA RAMIREZ: Yes, and it's a top  
13 priority for the Administration, and we've been  
14 working collaboratively with DoITT, Department of  
15 Information and IT, to really address some of the  
16 concerns. So, what you see in the budget is  
17 approximately 13 million dollars, and that's split  
18 between the DOE and DoITT, and that's to support the  
19 application improvements and fixes within the SESIS  
20 system, but we're continuing to work together to talk  
21 about long term fixes so that we're supporting all of  
22 our students. First and foremost, we need the proper  
23 data so that we can identify how to best support  
24 them.

2 CHAIRPERSON DROMM: So, an issue that's  
3 come up since our hearing on this issue has been also  
4 reporting around UPK Special Education as well. I  
5 would like to, you know, advise you if I may that in  
6 consideration of whatever improvements they make to  
7 the SESIS system that we look at what we're doing in  
8 terms of Special Education as well because I don't  
9 know that this system is compatible with that, and I  
10 think that because we have so many private UPK  
11 providers, that I don't know if they have access to  
12 SESIS either, and I'm not exactly sure how that  
13 system works.

14 URSULINA RAMIREZ: And I-- what we're  
15 trying to address within the SESIS fixes both short  
16 term and long term is really getting it a place where  
17 it's a pre-k to 12 continuum so it's really  
18 encompassing all of our grades. But I'm sure that  
19 this-- you know, as I mentioned DoITT and DOE are  
20 having a working group to assess it all, and I want  
21 to make sure I bring that to the team that pre-k  
22 should be included.

23 CHAIRPERSON DROMM: Good. I see that my  
24 friends are here from the Grannies of Peace [sic],  
25 and their opposition to JROTC. I'd like to address

2 that as well. They've been constant forces seen  
3 here. Barbara Harris is here. I don't understand why  
4 facsimile guns are still allowed in the schools,  
5 Chancellor. I think the last hearing we had we  
6 brought up that issue and we never really had a  
7 thorough discussion on that. I believe we also spent  
8 about 1.5 million dollars for the JROTC program, and  
9 again, I would like to ask you if you could look at  
10 the use these facsimile guns, particularly because we  
11 have a zero tolerance toward any other types of guns  
12 in the school system.

13 CHANCELLOR FARINA: Well, this has been a  
14 school by school decision, and they don't use live  
15 guns. These are dummy guns. They're not real guns.

16 CHAIRPERSON DROMM: As you know, it  
17 violates the Chancellor's regulation for them to have  
18 facsimile guns as well, and we really need to look at  
19 this issue, because it sends a very mixed message,  
20 and anytime I've seen the JROTC at an event or  
21 whatever, they're carrying those guns.

22 CHANCELLOR FARINA: This conversation we  
23 can continue to have.

24 CHAIRPERSON DROMM: Okay, alright. The  
25 Meyer [sic] 11 School in Council Member Williams'

2 district is going to get a co-location or is in the  
3 process of maybe getting a co-location. That school  
4 is at 78 percent capacity at this point. Is--how do  
5 you determine at what point you would feed in another  
6 school? Is it higher or below the 78 percent  
7 threshold? Because that school seems to be pretty  
8 much filled if it's at 78 percent.

9 URSULINA RAMIREZ: So we're continuing to  
10 look at the Meyer 11 proposal and as you-- we had it  
11 on deck for vote about a month ago and we moved it  
12 back to continue community conversations, and we then  
13 altered the proposal so that it is a temporary  
14 colocation and not a long term solution. So we're  
15 trying to identify space for the long term solution.  
16 I think Deputy Chancellor Rose in the capital hearing  
17 can talk a little bit more about space utilization  
18 and how we assess whether it's right for colocation,  
19 or not necessarily right, but as you know, we have a  
20 state law that either mandates to find space, deny  
21 space, and then have to pay rent. So, we're in a  
22 tough space, but we're also trying to utilize our  
23 current space and also trying to assess when it is  
24 appropriate to actually look for rented space.

2 CHAIRPERSON DROMM: Thank you. About a  
3 year ago I had a meeting with a young man named  
4 Natile Moster [sp?]. He is with an organization  
5 called Yafed [sic]. He made some very serious  
6 allegations about the provision of secular education  
7 in private schools, mostly the Shiva's [sic], and he  
8 had, I believe, a letter from 52 parents signed on  
9 to, and I believe that this situation that he  
10 described was that these schools were not providing a  
11 secular education equivalent to that received in the  
12 public school system were very serious allegations.  
13 It's coming up on the year anniversary. Where do we  
14 stand with that investigation and what can we-- when  
15 can we expect a determination on that?

16 CHANCELLOR FARINA: Well, we are still  
17 investigating, and I have visited several Yeshiva's  
18 [sic], and we are actually moving faster. One of the  
19 things we have offered is professional development  
20 for teachers in these schools particularly in the  
21 early grades, but we now have a committee that is  
22 working exclusively on this. So, I expect like  
23 within a month or so. I can give you a written  
24 report--

2 CHAIRPERSON DROMM: [interposing] A month  
3 or so?

4 CHANCELLOR FARINA: Yeah.

5 CHAIRPERSON DROMM: Alright, and I hope  
6 that we're also having in that investigation actual  
7 surprise visits to the schools rather than announced  
8 visits, because he has alleged that some of these  
9 schools prepare for a visit, and that they're okay  
10 when people visit, but that outside of that anyone,  
11 particularly males over the age of 13, are not  
12 getting this education. It's a very serious  
13 allegations that we've met with now on a couple of  
14 occasions. Alright, and let's kind of go to  
15 community schools, and if we have time-- I don't know  
16 if we will. Hope we can get to a second round. I  
17 know that good news was in the state budget where we  
18 got 175 million dollars for community schools. I  
19 believe that about the 28.8 million I think was-- is  
20 going to go to the City. What is our plan for the  
21 use of that funding for our community schools? Is  
22 that part of-- would that be infused into existing  
23 community schools? How do you envision that being  
24 used?

2 URSULINA RAMIREZ: We would like to  
3 discuss this with you in looking at our strategic  
4 plans for community schools. We have a plan to grow  
5 our community schools program over the course of the  
6 next several years, and some of the funding we hope  
7 to support are current, are existing programs that we  
8 use tax levy dollars to support, but we would love to  
9 come back to you and Councilwoman Barron to talk  
10 about the strategic plan and how it relates to both  
11 tax levy funding and state funding.

12 CHAIRPERSON DROMM: Okay. So, in fiscal  
13 14, the state allocated 15 million dollars for a  
14 round of three-year competitive grants for 30  
15 schools, school districts and partners across the  
16 state to implement community schools also known as  
17 the community school grant initiative. Twelve of  
18 those schools, or those grantees, serving nearly  
19 9,700 students are slated for the end of their  
20 program where the funding will expire in June of 16.  
21 Do we have a plan to address this, because that's a  
22 couple-- a month away?

23 URSULINA RAMIREZ: Yes, it's coming up  
24 really quickly, and we are city network [sic]  
25 planning right now and we will get back to you on

2 what we decide to do when we look at the entire  
3 strategic plan as it relates to those-- the state  
4 funded programs.

5 CHAIRPERSON DROMM: To those 12 schools  
6 in particular.

7 URSULINA RAMIREZ: Yes.

8 CHAIRPERSON DROMM: So we'll have an  
9 answer on that pretty soon I would assume? Yeah.

10 URSULINA RAMIREZ: We count this as our  
11 comprehensive plan and strategic plan for all the  
12 community school programs. There's different funding  
13 streams for them. So we will come back to you about  
14 all of it.

15 CHANCELLOR FARINA: And these programs  
16 have been particularly successful, and I think in the  
17 last year and a half we've also made some major  
18 shifts in how they should be seen because many of  
19 them were seen as standalone after school programs,  
20 and one of the things that we've done in this past  
21 year is we want to see them more embedded during the  
22 school day and how the CBO works more in conjunction  
23 with the school principal rather than this is the  
24 school principal's role, this is the CBO. So, it's

2 not just about how the monies are spent, but what the  
3 whole idea of the CBO partnership should be.

4 CHAIRPERSON DROMM: So, are we saying as  
5 a system what kind of message-- what kind of message  
6 does this send to the remaining 130 community Schools  
7 if we don't commit to funding those 30 that were  
8 there before, those 12 that were there before.

9 CHANCELLOR FARINA: Well, this is part of  
10 the plan that we will present to you.

11 CHAIRPERSON DROMM: Okay.

12 CHANCELLOR FARINA: And again, remember,  
13 then everybody then has to follow the rules about  
14 what the CBO does. So, if they had rules then, then  
15 the rules now all have to be universal the same, all  
16 130 schools.

17 CHAIRPERSON DROMM: So their model is  
18 different than the model that you are working on in  
19 the other schools.

20 CHANCELLOR FARINA: Yeah.

21 CHAIRPERSON DROMM: And what about UFT  
22 community schools, are they similar to the ones that  
23 you have or is there an overlap there? Because UFT  
24 community school model basically has a person  
25 assigned to the school who coordinates the CBO's.

2 URSULINA RAMIREZ: UFT is a partner in  
3 some of the 130 programs that you discussed, and so  
4 they've been part of our larger vision, strategic  
5 vision for community schools.

6 CHAIRPERSON DROMM: And Chair Ferreras-  
7 Copeland reminds me that we need this information  
8 before we adopt the budget.

9 URSULINA RAMIREZ: Got it. We will.

10 CHAIRPERSON DROMM: Alright. So, we have  
11 five minutes. If you don't mind we'll finish up with-  
12 - you got a little bit of a lightning round here.  
13 Okay, Council Member Gibson, followed by Grodenchik  
14 and then Barron.

15 COUNCIL MEMBER GIBSON: Great. Thank you  
16 very much, Chancellor. I just--

17 CHAIRPERSON DROMM: [interposing]  
18 Lightning round.

19 COUNCIL MEMBER GIBSON: Yes. Just wanted  
20 to ask two quick questions; go. Regarding Thrive  
21 NYC, I know that we're looking at mental health  
22 services in 100 schools that have the highest number  
23 of suspensions. Wanted to know if that includes  
24 elementary, middle and high school, and how are we  
25

2 identifying those 100 schools, and once we embark on  
3 that, are we going to expand?

4 CHANCELLOR FARINA: The answer is yes,  
5 we're expecting to start with the highest suspensions  
6 to figure out what it is that is causing it and how  
7 do we de-escalate that, and it's across the board,  
8 elementary, middle and high schools. And once we see  
9 the results and how that's happening, then we will  
10 take the next step.

11 COUNCIL MEMBER GIBSON: Okay, great. And  
12 then my second question, in my school district I  
13 represent nine, a little bit of eight and 12 in the  
14 Bronx. We've had unfortunately a number of cases of  
15 youth being involved with crews and gangs. I  
16 recognize you have a Gang Prevention and Intervention  
17 Unit. Wanted to understand a little bit of what that  
18 entails, and does that provide services, and how we  
19 are expanding that into the school system, what are  
20 some of the factors you're looking at?

21 CHANCELLOR FARINA: Well, first of all,  
22 part of that particular group also educates  
23 principals and teachers and what to look for and how  
24 to handle it when it's observed. It also has a  
25 component that goes out to PTA meetings or parent

2 meetings to explain to parents what they should be  
3 looking for or what they should do, and then there  
4 has a component that works more closely with the NYPD  
5 on how do we change student behavior, and here we're  
6 looking how the NYPD-- and it's done very selectively  
7 across the City, how they get involved in afterschool  
8 activities with the kids, like doing cadets corps and  
9 those kinds of programs.

10 COUNCIL MEMBER GIBSON: Right.

11 CHANCELLOR FARINA: So, it's a preventive  
12 as well as-- so there's a lot of things that we're  
13 doing. Mark Grampasant [sp?] under Elizabeth Rose is  
14 in charge of that program and has been very, very  
15 helpful in working with us in this area.

16 COUNCIL MEMBER GIBSON: Okay, and I  
17 imagine there's a lot of overlap with the anti-  
18 bullying initiative and program that we have, right?

19 CHANCELLOR FARINA: Absolutely. It's all  
20 part of student support services which has a  
21 component at DOE, and again, under Elizabeth but also  
22 at the borough field offices and then connected to  
23 each superintendent in every district.

24

25

2 COUNCIL MEMBER GIBSON: Okay, great.

3 Thank you. Thank you, Chair. Didn't even need three  
4 minutes.

5 CHAIRPERSON DROMM: Council Member  
6 Grodenchik--

7 COUNCIL MEMBER GRODENCHIK: [interposing]  
8 Thank you.

9 CHAIRPERSON DROMM: followed by Chin.

10 COUNCIL MEMBER GRODENCHIK: Thank you  
11 very much. I think my question is really for the  
12 CFO, and he gave a more of a detailed talk about  
13 Fairs Student Funding than anybody else has given.  
14 I'm not on this committee, but I do appreciate  
15 numbers. I'm married to a math professor. Many of my  
16 schools, I have, you know, grade schools. The bulk  
17 of my district is District 26. So, let me just ask a  
18 hypothetical question, and I'll take a hypothetical  
19 answer. If my schools are at 82 percent, they're  
20 going to go to 87 on Fair Student Funding. Let's  
21 assume for a second we have 500 students in the  
22 school. What is the number that I can expect all  
23 other things being equal per student so that that 500  
24 becomes--those 500 students are they work 100 dollars  
25 now from 82 to 87? Are they worth 200 dollars?

2 Every hundred on 500 is 50,000. Because I hear this  
3 from a lot of my principals.

4 RAY ORLANDO: Oh, sure, and basically the  
5 way it works is there's a foundational figure which  
6 is the per capita.

7 COUNCIL MEMBER GRODENCHIK: If I start  
8 going like this it means my head hurts. Go ahead.

9 RAY ORLANDO: I don't think your head's  
10 going to hurt because unfortunately you're not going  
11 to like this. The figure, the foundational figure  
12 per capita is about four grand.

13 COUNCIL MEMBER GRODENCHIK: Right.

14 RAY ORLANDO: A little more than four  
15 grand, right? So, if you were-- you would be getting  
16 82 percent of four grand. Now you'll be getting 87  
17 percent of four grand. Four grand is the best way to  
18 think about it.

19 COUNCIL MEMBER GRODENCHIK: So that's 200  
20 dollars a-- 200 dollars, so that's--

21 RAY ORLANDO: [interposing] Potentially,  
22 but again, the per capita hasn't--

23 COUNCIL MEMBER GRODENCHIK: [interposing]  
24 Another 100,000 dollars for the school so I could--

2 RAY ORLANDO: [interposing] The per capita  
3 hasn't been set for the upcoming year yet. So, it  
4 may be subject to change, but ball park and  
5 hypothetically speaking--

6 COUNCIL MEMBER GRODENCHIK: [interposing]  
7 Two hundred dollars a student?

8 RAY ORLANDO: It could be that.

9 COUNCIL MEMBER GRODENCHIK: Okay.

10 RAY ORLANDO: It could be that.

11 COUNCIL MEMBER GRODENCHIK: Okay. Thank  
12 you very much. Thank you, Mr. Chair. Thank you,  
13 Madam Chancellor.

14 CHAIRPERSON DROMM: Thank you. Council  
15 Member Chin?

16 COUNCIL MEMBER CHIN: Yeah, quick question  
17 on summer school. A lot of the middle school kids  
18 who loves their afterschool program are going to wind  
19 up with no summer program this year because it was  
20 not-- money was not put into the Executive Budget,  
21 and it's going to be over 30,000 of those kids, and I  
22 have about 5-600 in my district. So is DOE  
23 coordinating or are you really looking at this issue  
24 together with DYCD? Because we don't want the kids  
25 to lose the learning that they have gained throughout

2 the year and to be able to not have a program during  
3 the summer. And then you have Summer in the City.  
4 Is that going to be able to help this program, and  
5 also can you help us and work with us to advocate  
6 with the Mayor to make sure that the summer program  
7 is put back?

8           URSULINA RAMIREZ: So we've been working  
9 closely with DYCD understanding that they didn't have  
10 a summer-- they don't have that program funded for  
11 this upcoming summer. The Summer in the City program  
12 is really going to be targeting elementary and middle  
13 school students, both mandate and non-mandated. So  
14 we do hope that some of the students do participate  
15 in Summer in the City programs, which are going to be  
16 academic enrichment.

17           COUNCIL MEMBER CHIN: But that's not  
18 going to cover all those students.

19           URSULINA RAMIREZ: It will not cover all--

20           COUNCIL MEMBER CHIN: So, I think that's  
21 something--

22           URSULINA RAMIREZ: students, correct.

23           COUNCIL MEMBER CHIN: that the Chancellor,  
24 I hope that you will be talking to the Mayor, because  
25 summer program should be a component of an

2 afterschool program, and I don't know what's going on  
3 with OMB that they don't think that. They think that  
4 summer is just separate, and it shouldn't be. We  
5 don't want the kids to get in trouble during the  
6 summer, and we don't want them to lose what they  
7 learned during the year. So, I urge you to really  
8 work with us and advocate on this. Thank you.

9 CHAIRPERSON DROMM: Thank you. Council  
10 Member Barron?

11 COUNCIL MEMBER BARRON: Thank you, Mr.  
12 Chair. What is the capacity for each middle school?  
13 Is the afterschool program designed to accommodate  
14 all of the children, the total enrollment in that  
15 middle school? Is that the intent?

16 CHANCELLOR FARINA: All middle school  
17 students and standalone middle schools should have  
18 access to an afterschool program, and they can be  
19 electives. So, they can choose which ones they want  
20 depending on how big the schools are.

21 COUNCIL MEMBER BARRON: Okay. And we  
22 know that when charter schools are co-located, if  
23 they spend I believe it's over 5,000 dollars, that  
24 that has to be matched for the whole school. Who  
25 monitors that? When was the latest report given to

2 us, and how do we know that that's actually  
3 happening?

4 URSULINA RAMIREZ: That's monitored by  
5 both the School Construction Authority--

6 COUNCIL MEMBER BARRON: [interposing] By  
7 who?

8 URSULINA RAMIREZ: Both Lorraine Grillo  
9 and Elizabeth Rose through School Construction  
10 Authority and Division of School Facilities which  
11 they're coming in, I think, 10 minutes--

12 COUNCIL MEMBER BARRON: [interposing]  
13 Isn't there a report that they're supposed to issue?  
14 Because I've been told that that report has not been  
15 issued for a while.

16 URSULINA RAMIREZ: I'll look into that.

17 COUNCIL MEMBER BARRON: I would very much  
18 appreciate it, and again, before we move forward in  
19 the budget. And there was a community school in the  
20 East New York section that partnered with I believe  
21 it may have been the UFT and installed a laundry room  
22 in the school because they discovered that that was a  
23 need at a large homeless population-- shelter  
24 population, but I believe they had to bear the cost  
25 of the wiring, and I wanted to know why that--

2 CHANCELLOR FARINA: [interposing] Several  
3 of our schools actually have laundry mats now.  
4 There's one right in the lower eastside that does it,  
5 but the wiring, I can look into that.

6 COUNCIL MEMBER BARRON: I'd appreciate  
7 that, and two last questions. I agree, as a  
8 principal I wouldn't allow my children to come to  
9 school during the Halloween season with any weapons,  
10 plastic, wooden, whatever. They were not allowed in  
11 school, and I think we're sending a very destructive,  
12 contradictory message when we allow the JROTC to be  
13 in schools with weapons of any kind. So I think that  
14 that's a contradiction, and we need to address that.  
15 And there was one other question, but I can't find it  
16 right now. When I find it, I'll ask it to you.

17 CHANCELLOR FARINA: And just email me.

18 COUNCIL MEMBER BARRON: Thank you.

19 CHAIRPERSON DROMM: Okay, and then Chairs,  
20 with an s-- prerogative.

21 COUNCIL MEMBER BARRON: Oh, I know what it  
22 was. It wasn't a question, it was a statement.

23 CHAIRPERSON DROMM: Quickly.

24 COUNCIL MEMBER BARRON: In conjunction  
25 with the colocation consideration at my 11, I would

2 also ask that you keep in mind the Langston Hughes  
3 schools as a similar situation. Thank you.

4 CHAIRPERSON DROMM: Okay. I have just  
5 some quick ones on college access. The early college  
6 program is a successful model. I went and I visited  
7 Bard [sic], actually. It was a great, great program.  
8 Is there a plan to ensure that these early college  
9 programs have stable funding going forward? And I  
10 noticed, I think in the budget, but I don't know that  
11 we talked about it at this hearing, that there is  
12 some funding that's going to go to programs that will  
13 work with them junior colleges in the City as well.

14 CHANCELLOR FARINA: Yeah. We are  
15 expanding some of those programs but here again it  
16 requires a commitment on both the higher education  
17 partner as well as ours. So, that is a more  
18 complicated conversation, but we are working on that.

19 CHAIRPERSON DROMM: Okay, and since we  
20 have the Higher Ed Chair here, we'll work on that  
21 together, right? Okay. And then Student Success  
22 Centers, what is our strategy with them, and what are  
23 we going to do moving forward on Senior Success  
24 Centers?

2 CHANCELLOR FARINA: We've been visiting  
3 some of them, and I think one of the things I would  
4 certainly like to do is pick the model ones and  
5 really replicate, because you know, just like all  
6 schools are not the same, not all Student Success  
7 Centers are the same, and the ones that seem to be  
8 working the best are the ones that have very strong  
9 community-based organization support and are working  
10 on things like helping the students prepare  
11 applications, visiting schools. I went to one that  
12 was extraordinary in Cypress Hills where they  
13 actually developed a book for the parents that  
14 actually tells them how far it is from their school  
15 to whatever high school they want to apply to and has  
16 particular tutoring programs depending on where the  
17 student wants to go. So if they want to go to art  
18 schools to get portfolio help, and if they want  
19 specialized schools, it's very, very well organized.  
20 So, our idea is just to see who are the good ones out  
21 there and how do we make sure that's the focus and  
22 other people replicate the ones that are working  
23 well.

24 CHAIRPERSON FERRERAS-COPELAND: Thank you,  
25 Chair Dromm. I have additional questions, but I'm

2 going to get them to you, so if you could get them  
3 back to us before the adoption because we're going to  
4 be using them to negotiate on the budget. But before  
5 we let you go or we call this part of the hearing to  
6 an end, I wanted to just talk about food pantries.  
7 We had put it in our budget response just like the  
8 laundry rooms are responding to a need, we find that,  
9 you know, it's one thing to feed our young people  
10 while they're in school, but many are going hungry  
11 outside of school, and it seems an appropriate place  
12 for us to be able to work together to put food  
13 pantries in our schools.

14 CHANCELLOR FARINA: Many of our  
15 community-based renewal schools have food pantries.  
16 We certainly would be willing to work with you to  
17 expand that. It's certainly-- part of the renewal  
18 schools are also working on open on Saturdays and  
19 having the food pantries available on Saturdays to  
20 parents. The other thing that we're looking at is  
21 the schools where there's gardening or food markets,  
22 that they be given out to parents. I'm thinking of  
23 one particular school that is growing vegetables, but  
24 also has chickens and eggs, and how do we get that to  
25 the community. In some degree in a reaction to

2 parent engagement, if you come to a Saturday workshop  
3 you get to take home.

4 CHAIRPERSON FERRERAS-COPELAND: Right.

5 CHANCELLOR FARINA: So, we need to figure  
6 out a way to make sure these are used, but that  
7 they're also-- that we get something out of it also,  
8 which is increased parent engagement.

9 CHAIRPERSON FERRERAS-COPELAND: And you  
10 know, this is something-- actually, my mother is not  
11 my constituent. She's Council Member Dromm's  
12 constituent, so I send her to her Council Member all  
13 the time, and she had engaged with the Council Member  
14 in particular about the fact we have so many schools  
15 in our area, but the first thing young people see  
16 when they come out of school is, you know, the ice  
17 cream truck, the candy, all the junk food available,  
18 and that is what they purchase. How great would it  
19 be to have some healthy options when they come out?  
20 You know, in some ways I wish we can--and you know,  
21 and you spoke to my mom the-- you can--

22 CHAIRPERSON DROMM: [interposing] I spoke  
23 to your mom for over an hour about this issue.

24 CHANCELLOR FARINA: I think it's also, you  
25 know,-- and that's why the health programs are so

2 important in our schools. It's changing kids' eating  
3 habits. It's not just about-- you know, I have  
4 grandchildren. You know, I'd love them to eat  
5 healthy, but it's a matter of how you convince them  
6 to do that, but you know, as part of Corey Johnson's  
7 presentation on Saturday, one of the things he talked  
8 about-- and I think this is a bigger job than all of  
9 us together, that one of the food markets in his  
10 neighborhood, a high need neighborhood, is closing,  
11 and it was the last place where people could go to  
12 have vegetables and whatever. So he convinced, I  
13 guess, one of the more-- the big names, I think  
14 Christides [sp?] to start thinking about what they  
15 sell. For example, smaller portions in neighborhood  
16 where there are senior citizens. And how do we get  
17 the business community, and in this case the food  
18 communities to step up and do some of this stuff.  
19 So, I think together we can do a lot better for all  
20 our kids, because there's almost nothing that doesn't  
21 impact on kids. There is any service in New York  
22 City that doesn't have an impact. So I think  
23 together we can do lots of things.

24 CHAIRPERSON FERRERAS-COPELAND: Agree.

25 CHANCELLOR FARINA: And we thank you.

2 CHAIRPERSON FERRERAS-COPELAND: And I  
3 think that's a great note to end this hearing on.  
4 Thank you very much for coming to testify. We are  
5 going to take a 10-minute break before we start with  
6 the School Construction Authority. Thank you.

7 URSULINA RAMIREZ: Thank you.

8 [break]

9 CHAIRPERSON FERRERAS-COPELAND: We will  
10 now resume the City Council's hearing on the Mayor's  
11 Executive Budget for Fiscal 2017. The Finance  
12 Committee is joined by the Committee on Education  
13 chaired by Council Member Dromm. We just heard from  
14 the Department of Education and now we will hear from  
15 Lorraine Grillo, President and Chief Executive  
16 Officer of the School Construction Authority and  
17 Deputy Chancellor Elizabeth Rose. In the interest of  
18 time I will forgo an opening statement, but before we  
19 hear testimony I'll open my mic to my Co-Chair,  
20 Council Member Dromm.

21 CHAIRPERSON DROMM: Just wanted to make  
22 sure that I didn't have a formal statement prepared,  
23 and I don't, but I do want to welcome you and it's  
24 good to see you as always, Deputy Chancellor and  
25 President Grillo, and we look forward to hearing your

2 testimony today and speaking about different  
3 projects. Council Member Ferreras and I are both  
4 cognizant of the 868 million that was put into the  
5 budget for seats. I know we have a long way to go.  
6 We estimated at the last hearing I think in the  
7 Preliminary Budget that we'd need an additional four  
8 billion dollars to fund those seats, and we look  
9 forward to continuing to work with you to get those  
10 four billion dollars. So, thank you for coming in,  
11 and yeah-- and we'll swear you in.

12 COMMITTEE COUNSEL: Do you affirm that  
13 your testimony will be truthful to the best of your  
14 knowledge, information and belief?

15 ELIZABETH ROSE: Thank you. Good  
16 afternoon Chairs Dromm and Ferreras-Copeland and  
17 members of the Education and Finance Committees. My  
18 name is Elizabeth Rose, Deputy Chancellor for the  
19 Division of Operations at the New York City  
20 Department of Education. I am joined by Lorraine  
21 Grillo, President and Chief Executive Officer of the  
22 New York City School Construction Authority. We are  
23 pleased to be here today to discuss the proposed  
24 March 2016 amendment to the Fiscal Year 2015 to 2019  
25 Five-Year Capital Plan which contains an increase of

2 1.4 billion in new funding from the 2015 Adopted  
3 Amendment. We are grateful to the City Council for  
4 its strong support and generous funding to our  
5 schools. Your support enables us to continue to meet  
6 this Administration's goals of growth,  
7 sustainability, equity, and resilience by creating  
8 over 44,000 new school seats in areas of overcrowding  
9 and projected enrollment growth. As you know, we  
10 testified before the Education Committee regarding  
11 the Capital Plan in March. While there are no  
12 significant changes in the proposed March amendment  
13 from the version I presented during my most recent  
14 appearance. I welcome the opportunity to revisit that  
15 testimony, particularly since members of the Finance  
16 Committee did not participate in that hearing.  
17 However, what-- in recognition of the Chair's  
18 deferral of a formal statement, and in the interest  
19 of time, I actually think is showing is better than  
20 telling. So, I'd actually like to turn over to Ms.  
21 Grillo to present the presentation on the Capital  
22 Plan, and then we can come back to any additional  
23 comments and testimony.

24 LORRAINE GRILLO: Thank you, Deputy  
25 Chancellor. Thank you, Chair Dromm and Chair

2 Ferreras-Copeland. We're excited to be here to give  
3 you our presentation of the Capital Plan. Just go  
4 over this briefly, and then we're happy to answer any  
5 questions that you have. Here we go. One second.  
6 Okay, so this, this plan, this amendment differs from  
7 the original capital plan in a couple of ways. The  
8 proposed plan is now at 14.9 billion. The original  
9 adopted plan was 13.5. It's an increase of 1.4  
10 billion dollars. A portion of that is Reso A money,  
11 and we thank the Council for their efforts. Again,  
12 286 million dollars in Hurricane Sandy  
13 reimbursements. Renewal school's school-based health  
14 centers, an increase of 72 million, and of course  
15 we've discussed the proposed additional funding, 868  
16 million dollars in recognition of the increase in  
17 seat need. That will allow us to build 11,800  
18 additional seats. Okay. The Capital Plan is broken  
19 down into three main categories, 5.7 billion dollars  
20 in capacity, that's new seats; 5.5 billion in capital  
21 investments; those are projects in our existing  
22 buildings, and 3.7 billion dollars in mandated  
23 programs, which I'll go over in a bit. In capacity,  
24 4.5 billion dollars is allocated for the creation of  
25 approximately 44,000 new seats. That's up from

2 32,000 in the adopted plan. It includes the pre-k  
3 initiative which created or is creating 7,600 new  
4 pre-kindergarten seats, 490 million dollars in class  
5 size reduction funding, and 62 million dollars in  
6 facility replacements. In new capacity, the vast  
7 majority of those seats, 41,000, are in the PSIS  
8 level, and the remaining seats are for ISHS  
9 buildings, and those for the most part are in the  
10 borough of Queens with some funding for high school  
11 seats in Staten Island. This is the breakdown by  
12 school district, the capacity-- the increased funding  
13 as well as additional need that is not funded. In  
14 capital investments, as you know, every year the SCA  
15 conducts a building condition assessment survey where  
16 we examine every school building with a team of  
17 architects and engineers to rate all the major  
18 systems. 3.1 billion dollars is to upgrade those  
19 systems that we are ranking as number five, which is  
20 the worst condition. 450 million dollars for the  
21 removal of transportable classroom units, and 125  
22 million for athletic field upgrades. There is a  
23 section in capital investment for school  
24 enhancements, which includes restructuring, safety,  
25 middle school, science labs, as you know. In our

2 last capital plan we concentrated on making sure that  
3 every high school student had access to a science  
4 lab. In this capital plan we're focused on middle  
5 schools. A hundred million dollars for  
6 accessibility, and 45 million for other upgrades like  
7 libraries, auditoriums, physical fitness and alike.  
8 Included is 100 million dollars for bathroom  
9 upgrades. If you remember, the original capital plan  
10 had 50 million dollars. At the City Council's  
11 insistence we added another 50 million dollars for  
12 those bathroom upgrades, and 650 million for  
13 technology. Mandated programs, these programs  
14 include things like 480 million dollars to complete  
15 the PCB lighting fixture replacements which we are  
16 coming to the end of the road. We will be completed  
17 for about 750 schools by December 2016. It includes  
18 funding for boiler conversions and our wrap-up  
19 insurance policy which covers all of our work, and  
20 661 million dollars for projects that began in the  
21 last plan or being completed in this plan. And  
22 again, this is the list of transportable classrooms  
23 that we've removed, and these are the ones that are  
24 in process now, and these are just some very lovely  
25 pictures of some of the new buildings that we've

2 either opened or will open shortly. And these are  
3 just some examples. And that's it, and we're happy  
4 to answer any questions.

5 ELIZABETH ROSE: So, I'd like to actually  
6 just highlight a few things from my testimony. I'd  
7 like for the full thing to become part of the record,  
8 but just to highlight a couple of things related to  
9 temporary classroom units. As the range showed, we  
10 have removed 73 TCU's, and we have plans for removal  
11 of 113 more, leaving a remaining balance of  
12 approximately 170 that we are working on developing  
13 removal plans for. This plan also continues several  
14 important mayoral initiatives, obviously including  
15 university pre-kindergarten-- universal pre-  
16 kindergarten, excuse me, but also some newer  
17 initiatives specifically focused on ensuring our  
18 students become college and career-ready in our  
19 digital and information age. We will make certain  
20 that technology upgrades remain a priority in the  
21 proposed amended plan. We're committed to bridging  
22 any existing gaps in technology in our schools in  
23 order to implement the Administration's instructional  
24 priorities of Computer Science for All as well as  
25 other programs including the software engineering

2 pilot program and Advanced Placement Computer Science  
3 courses. As part of that, the New York State Smart  
4 Schools Bond Act, the DOE's proposed allocation of  
5 the Smart Schools Bond Act proceed known as the Smart  
6 Schools Investment Plan allocates funds to  
7 technology, Pre-k for All and the removal of TCU's.  
8 That investment plan is available on the DOE's  
9 website. The SSIP was approved by the Panel for  
10 Educational Policy last month and has been submitted  
11 to the state for its approval, and we expect to hear  
12 back from the Smart Schools Bond Act Review Board in  
13 the late summer. So, with that I concur with  
14 Lorraine that we will be happy to address any of your  
15 questions.

16 CHAIRPERSON FERRERAS-COPELAND: Thank you  
17 both. Thank you for keeping your opening statements  
18 concise so that we're able to ask questions. We  
19 really appreciate it. I just have to say, it's been  
20 a pleasure to work with you. There is something to  
21 be said about seeing young people in new school  
22 buildings. There's a sense of pride, and often times  
23 in areas such as mine where families are living four  
24 and five to a room because parents can only rent a  
25 room, to have a school facility is their only

2 opportunity to be able to see expansion, to feel like  
3 they can be free and to engage in different  
4 activities. So, I say that to say that we need to  
5 build more and build--

6 ELIZABETH ROSE: [interposing] We agree.

7 CHAIRPERSON FERRERAS-COPELAND: faster,  
8 and I, you know, I thank this Administration for  
9 putting in the additional funds that we were able to  
10 put that in so it's not part of the negotiations that  
11 we're going to be doing now, but kind of just getting  
12 that in early on which I know helps you a great deal,  
13 because then you can plan appropriately. The reality  
14 is that we can put in an additional billion dollars.  
15 We can put in an additional 1.2, 1.4 billion dollars  
16 over what we have existing, but we have a siting  
17 problem, especially in areas like mine and Council  
18 Member Dromm's. We are trying to be as creative as  
19 possible to think of what lots, where can we build a  
20 school. So, despite having available funds for new  
21 capacity in various neighborhoods, SCA has been able  
22 to meet the need for capacity in many neighborhoods  
23 due to difficulties in finding sites for schools.  
24 With respect to the neighborhoods that have been  
25 providing funding for new capacity, do you anticipate

2 difficulties with siting in any of those that may  
3 prevent you from constructing seats, and what is the  
4 overall plan or mythology for finding sites, and do  
5 you ever work with other city agencies to find sites  
6 for school?

7 LORRAINE GRILLO: May I?

8 ELIZABETH ROSE: Please.

9 LORRAINE GRILLO: Sure. Thank you so  
10 much, and it's been a pleasure working with you  
11 especially trying to find sites in your very  
12 overcrowded neighborhoods. We are constantly  
13 looking. We've been more successful in siting in the  
14 last two plans than all of the previous plans. We  
15 have made a concerted effort to do this, walking  
16 basically block by block. In some districts we've  
17 walked through the neighborhoods with the Community  
18 Board and the CEC's as well as the elected officials.  
19 We also investigate obviously leasing existing  
20 buildings as well as going into sites that we would  
21 not typically be able to build in and being creative  
22 in the way we do it. There has been historical  
23 problems in certain districts, certain school  
24 districts. For example, yours, District 24, District  
25 15 in Brooklyn, District 20 in Brooklyn very

2 difficult, but that doesn't keep us from trying. Do  
3 we work with other agencies, yes, constantly,  
4 particular with City Planning on all new  
5 developments, rezonings, things like that? We're  
6 constantly working with them as well as going back to  
7 DCAS, for example, to find any properties that they  
8 may have that we could use. So we're always, always  
9 looking. We have brokers in every one of the five  
10 boroughs who are constantly looking, and of course,  
11 we take every suggestion that either the Council  
12 gives us or the CEC's or anyone and we investigate  
13 thoroughly.

14 CHAIRPERSON FERRERAS-COPELAND: What's  
15 the staffing levels that you have that's dedicated  
16 for siting?

17 LORRAINE GRILLO: Again, as I said, we  
18 have in supervisory positions we have three people,  
19 but they manage five real estate brokerage firms in--  
20 I'm sorry, four each borough, but one in South  
21 Brooklyn and Staten Island. So, they are con-- and  
22 they only are paid by commission. So it's to their  
23 advantage to find a site that we will purchase.

24 CHAIRPERSON FERRERAS-COPELAND: Council  
25 Members and other stakeholders have suggested sites

2 for schools. Have you ever used-- has there ever  
3 been a challenge with the proposed sites, or what  
4 would those challenges be? So, as we're trying to  
5 look at this next phase of being able to partner with  
6 you, what is-- you know, what are sites that don't  
7 work?

8 LORRAINE GRILLO: Right. Well, in the  
9 beginning of your question have we ever worked with  
10 Council--

11 CHAIRPERSON FERRERAS-COPELAND:  
12 [interposing] I know you have, so--

13 LORRAINE GRILLO: [interposing]  
14 Absolutely. Absolutely.

15 CHAIRPERSON FERRERAS-COPELAND: that's why  
16 I had to pivot.

17 LORRAINE GRILLO: Council Member Dromm  
18 has found an exciting site that we're getting ready  
19 to build on.

20 CHAIRPERSON FERRERAS-COPELAND: Is that  
21 White Castle?

22 LORRAINE GRILLO: Yes. Very--

23 CHAIRPERSON FERRERAS-COPELAND:  
24 [interposing] Well, we should get--  
25

2 LORRAINE GRILLO: [interposing] Very  
3 exciting. There are a number of things that don't  
4 work for us.

5 CHAIRPERSON FERRERAS-COPELAND: Right.

6 LORRAINE GRILLO: Obviously, if a site is  
7 too small. It has to make sense cost effectively.  
8 It has to be in a situation where we've done all of  
9 our environmental due diligence to make sure that the  
10 site is appropriate for students. We have to look at  
11 traffic patterns. We have to look at neighboring  
12 uses, for example. You don't want to put a school in  
13 the middle of a highly industrial area where children  
14 will have a difficult time getting there or next to a  
15 highway, for example, things like that. So, it's a  
16 bunch of different things. It's the location,  
17 obviously. It's also the environmentals, which is  
18 very important. So, you know, right now, though, I  
19 will say size has always been a concern, but it's  
20 almost no longer a concern because we will try to  
21 squeeze in a school in just about any area we can,  
22 particularly in District 24.

23 CHAIRPERSON FERRERAS-COPELAND: Great,  
24 thank you. Right now, rezoning must increase school  
25 overcrowding by five percent to trigger even

2 consideration for new schools to be built. Do we  
3 need reforms to the zoning process or is this  
4 threshold in your opinion adequate?

5 LORRAINE GRILLO: We believe it's  
6 adequate at this point. We work very closely with  
7 all the city agencies to see what kind of impact  
8 their changes or rezonings will have, and so far we  
9 feel they've been on target, but we will continue to  
10 monitor and continue to work with the agencies.

11 CHAIRPERSON FERRERAS-COPELAND: So, I have  
12 two other focuses, and then we're going to open it.  
13 I'm going to give it to my Co-Chair. School  
14 bathrooms, as you know, you know, we've been working  
15 together for some time and been able to accomplish  
16 about 25 schools that will be putting in feminine  
17 hygiene products for free, and we're hoping to have  
18 this across the-- in particular in this focus, across  
19 all schools. The proposed amendment includes 100  
20 million dollars for a program to upgrade bathrooms  
21 which focuses on aesthetic upgrades such as fixtures  
22 and tiling. Many bathrooms do not have small garbage  
23 cans inside the stalls. This should be provided in  
24 all girls and gender-neutral bathrooms so female  
25 students can properly dispose of hygiene products.

2 We were pleased to find that the hooks on the doors  
3 were now mandatory, but the garbage cans are also a  
4 necessity. How many bathrooms do we anticipate  
5 completing with these funds, and will you provide the  
6 Council with a bathroom break-down report showing the  
7 actual cost of all completed projects by bathrooms  
8 and the projected cost for each bathroom not yet  
9 renovated?

10 ELIZABETH ROSE: So, we can absolutely  
11 provide you with information about all of the  
12 bathrooms that have already been completed and their  
13 cost. We will be able to add the disposal cans for  
14 middle school and high school bathrooms going  
15 forward, and going forward, the additional bathrooms,  
16 we have to assess how many we will be able to do with  
17 the remaining funds in this program considering  
18 additional issues around accessibility that we need  
19 to consider as we move these bathrooms forward.

20 CHAIRPERSON FERRERAS-COPELAND: Okay. I  
21 would really appreciate you sharing those numbers  
22 with us before our adoption of this budget, just  
23 because we're going to be using this for negotiating  
24 purposes, and I've very much appreciative of your  
25 response to this issue that we identified, and this

2 came from a focus group that I had with girls that  
3 said we love that you're going to provide feminine  
4 hygiene products; some of our bathrooms we don't have  
5 anywhere to dispose of these. So, it just seemed  
6 like one of those no-brainers that we should have and  
7 that we're responding to so quickly. I applaud you on  
8 that. Adding air conditioning to school buildings  
9 often requires electrical upgrades which can be  
10 funded with city capital dollars. The Council would  
11 like to see the SCA upgrade the wiring in many  
12 schools and as many schools as possible so that air  
13 conditioners can be added with expense funds. We  
14 would like to see the SCA create a program that would  
15 enable a lot of these classrooms to have air  
16 conditions. Like the bathroom project, is this  
17 something that the Council should collaborate on DOE  
18 and SCA to create the plan, and what has the SCA done  
19 to get air conditioning in more of the older school  
20 buildings. There was nothing more heartbreaking to  
21 me as a Beacon School Director that-- and today is  
22 not an example of that, but many years past by May  
23 the rooms are 80 degrees. In the summer when we're  
24 running summer camps it was like 90 degrees, and the  
25 trick was that everybody got a little time to go to

2 the computer room because that was the only room that  
3 had air conditioning. So I had to like bring the  
4 kids in and take them out of the air conditioned  
5 computer rooms. So, while I know that I haven't been  
6 a Beacon Director now for quite some time, I know  
7 that these challenges still remain in many of our  
8 schools. So how can we partner with you to make this  
9 not such an obstacle to get wiring in our buildings?

10 ELIZABETH ROSE: So, there actually is a  
11 budget line in the Capital Plan that proposes we  
12 spend 50 million dollars on electrical upgrades,  
13 specifically for buildings that do not have the  
14 capacity for air conditioning, and we think we'll be  
15 looking at this in terms of buildings, the fewest  
16 number of classrooms that currently have air  
17 conditioning, but also schools that are eligible for  
18 free and reduced price lunch as one of the criteria  
19 that we will look at in selecting schools.

20 CHAIRPERSON FERRERAS-COPELAND: So those  
21 would be your priorities?

22 ELIZABETH ROSE: Yes. Now, but I would  
23 just add--

24 CHAIRPERSON FERRERAS-COPELAND:  
25 [interposing] Is this funding enough, or?

2 ELIZABETH ROSE: that this is the  
3 electrical piece, the capital piece. There is still  
4 the question of the air conditioners themselves, and  
5 I know that this is a priority for you and we need  
6 the support from City Council on the expense side in  
7 order to actually provide these schools with the air  
8 conditioners.

9 CHAIRPERSON FERRERAS-COPELAND: Would you  
10 be able to provide us the average cost of what you  
11 think it would cost for us to be able to provide  
12 these air conditioning units in our schools? I mean,  
13 we want the Mayor to baseline this, but we should  
14 know the number to see how we can partner. Thank you.  
15 And now I'll give it over to my Co-Chair, Chair  
16 Dromm.

17 CHAIRPERSON DROMM: Thank you very much,  
18 Chair Ferreras-Copeland. Let me start off with  
19 demographer RFP. I understand that you're going to  
20 be put out or one has already been put out for a new  
21 demographer or demographers. Can you elaborate more  
22 on the proposal as to what you are looking for in  
23 terms of that demographer, and will it be more than  
24 one?  
25

2 LORRAINE GRILLO: Yes, actually, we've had  
3 for the last several years two different demographer  
4 firms. One of those firms, the principal has  
5 retired. So we are now out on the street with an  
6 RFP. Actually, we went out with an RFP. We did not  
7 get the response that we wanted, and we're going to  
8 reissue that RFP. Obviously, we need folks with  
9 experience in the area. That's really what we're  
10 looking for.

11 CHAIRPERSON DROMM: So, of course, and I  
12 think you would agree from the preliminary hearing  
13 that having a demographer who would include the  
14 Mayor's plans for these additional 200,000 units of  
15 affordable housing is really important and we need  
16 that as soon as possible. When do you think we may  
17 have this demographer?

18 LORRAINE GRILLO: Well, we're going to  
19 reissue it, but I just want to assure you that we  
20 work very, very closely with the demographers at City  
21 Planning. Actually Joe Salvo [sic] who has a  
22 citywide reputation for being very, very accurate.  
23 So we do that as well. So, the new RFP will go out  
24 and it will be several weeks on the street, and then  
25 hopefully we'll have somebody in place really quick.

2 CHAIRPERSON DROMM: Thank you. And Smart  
3 Schools Bond Act money, I know a great portion of it  
4 is going to go to trailer removals and UPK, I  
5 believe. How much is it-- how much of it is going to  
6 technology.

7 ELIZABETH ROSE: I have that. So, about  
8 383 million dollars of the 783 is allocated for  
9 technology.

10 CHAIRPERSON DROMM: Okay. And then I have  
11 gotten a lot of requests form principals because I've  
12 been pretty good to them actually about getting them  
13 carts and other pieces, you know, desktop computers.  
14 Some of them been using some of the Reso A money for  
15 playgrounds and auditorium upgrades, but they're  
16 requesting now iPads, and this has remained a  
17 constant problem, and we really need to work on this,  
18 because as you know they are assistive learning  
19 devices. Are we making any progress with the  
20 Comptroller's Office on that issue?

21 ELIZABETH ROSE: My understanding is that  
22 we are not anticipating any change from the  
23 Comptroller's Office about iPads or other tablets.

24 CHAIRPERSON DROMM: Well, just to be  
25 clear, you know, other districts around the state are

2 able to use this money for that purpose, and I think  
3 it's really unfair that our students cannot, and  
4 considering that this is a modern age and our  
5 students need that. I recently attended a workshop  
6 for teachers. The supervisors of social studies had a  
7 workshop, and they have these like glasses that you  
8 can look into and if you put your phone in there you  
9 can get a virtual tour of, you know, any city in the  
10 world, and it's fascinating, but our kids don't have  
11 that access if we don't have that type of equipment.  
12 So, I really want to urge us to continue to fight for  
13 those devices in our schools. I also met recently  
14 with advocates for students with physical  
15 disabilities, and I know that the US Department of  
16 Justice issued a letter to the NYC DOE in December of  
17 2015 saying that it failed to make its elementary  
18 schools accessible to and unusable by individuals  
19 with disabilities in violation of the Americans with  
20 Disabilities Act. So, the Capital Plan includes  
21 funding to make a total of only nine elementary  
22 schools and eight middle school or high schools  
23 partially or fully accessible over the five years,  
24 only two schools in Queens, three in Manhattan and  
25 four in each of the other three boroughs. In light of

2 the DOJ's finding, is the DOE planning to propose any  
3 additional funding to make more elementary schools  
4 accessible to students, parents and teachers?

5 ELIZABETH ROSE: Well, let's start with  
6 all of our new capacity and all of the funding for  
7 new capacity in our system is in fact creating  
8 additional accessible schools. So that's a  
9 significant amount of money. It's 4.5 billion  
10 dollars that is creating more accessible schools. On  
11 top of that we've allocated the 100 million dollars  
12 for accessibility upgrades. Some of those projects  
13 have been identified, but I believe we still have a  
14 couple-- room for a couple more that have not yet  
15 been identified in the plan that we will be pursuing,  
16 and we look at those specifically based on the--  
17 providing the greatest equity across districts. So, a  
18 district like District 24 which has a large number of  
19 new buildings has a high percentage of accessible  
20 buildings. A district like District 16 has mostly  
21 older buildings, so it has a smaller percentage of  
22 its buildings that are fully accessible. So we  
23 allocate that 100 million dollars based on trying to  
24 raise every district up to the same level. And then  
25 finally, the money that we spend on capital

2 improvements in our buildings, including the funds  
3 allocated to bathrooms, to science labs, libraries,  
4 auditoriums, as we do those projects in our buildings  
5 we also expand accessibility. So, with our bathroom  
6 upgrade projects we'll be looking at where can we  
7 upgrade a first floor bathroom to be accessible that  
8 would substantially increase the accessibility of  
9 that building. First floor accessibility being sort  
10 of the first step.

11 CHAIRPERSON DROMM: how does your version  
12 of accessibility differ from that which is being  
13 required for the Board of Elections? In other words,  
14 from what I hear, Board of Election accessibility  
15 means being able to get into the first floor to go to  
16 vote. Is that the same definition that we're using  
17 for what our schools are accessible? Because I think  
18 getting to, you know, second and third floors is  
19 important as well.

20 ELIZABETH ROSE: So, we look at whether a  
21 student can access the program of a school, and that  
22 can be done in a number of ways. Either the student  
23 can be accommodated on the ground floor and all of  
24 the major public assembly spaces are also on the  
25 ground floor and the school can bring the program to

2 the first floor for that student or-- but that would  
3 be functionally accessible for the student, or a  
4 building that was entirely accessible with an  
5 elevator and all the spaces in the building that is  
6 accessible. We do have buildings that are accessible  
7 to the entire program, but where every single space  
8 in the building is not accessible. So for example,  
9 we have a wonderful school in the Upper West Side  
10 that has a very strong program for students who are  
11 mobility impaired. There is a gymnasium in that  
12 building that isn't accessible, but there's also a  
13 gymnasium that is accessible. So, the student can  
14 access the entire program without the building being  
15 fully accessible in accordance with ADA.

16 CHAIRPERSON DROMM: So with many of the  
17 choice programs either in middle school or high  
18 school, are students with disabilities matched with  
19 buildings that are accessible?

20 ELIZABETH ROSE: So, at a minimum every  
21 district has at least four elementary schools and  
22 middle schools. I believe it's four that are  
23 accessible. So a student who has a need for  
24 accommodations, we are able to provide them a school  
25 that is fully accessible for them. We also are

2 improving our process for parents and students to  
3 reach out and say, "I have this need, can you help  
4 accommodate?" and we try to work with the school and  
5 the family.

6 CHAIRPERSON DROMM: Do you have a listing  
7 of what specifically makes the school inaccessible, a  
8 check-off of some sort, or how do you determine  
9 inaccessibility?

10 ELIZABETH ROSE: So, it's more we've gone  
11 the opposite where we have positively identified all  
12 of the buildings that are accessible, and we publish  
13 those on our website, and also we work very closely  
14 with the Office of Student Enrollment to ensure that  
15 student enrollment staff in the field are  
16 knowledgeable about which buildings have accessible  
17 features for students.

18 CHAIRPERSON DROMM: Okay, let me just go  
19 to the cost for some seats. In preparing for this  
20 hearing I noticed that in District 20 at I guess it's  
21 a-- in Brooklyn. I'm not sure what school it is.  
22 It's a location 8501 Fifth Avenue, the pre-k. The  
23 SCA has allocated \$6,520,000 for 18 seats. In  
24 another period-- in another part of the district for  
25 the pre-k at 1668 46<sup>th</sup> Street, \$6,800,000 has been

2 allocated for 180 seats. The cost per pupil is very  
3 different. The cost per pupil at the first one is  
4 362,000 and the cost at the second one is only 37,000  
5 per student, and I noticed that's throughout the  
6 report, maybe not as glaring as that, but can you  
7 explain why there is such a difference in the cost  
8 per seat?

9 LORRAINE GRILLO: Sure. Well obviously  
10 there is the larger the school the less expensive per  
11 square foot it's going to be, but it's very  
12 challenging to find spaces that are available for  
13 pre-k. In the case of the 46<sup>th</sup> Street site we were  
14 able to find a large site and with that accommodating  
15 180 students for a reasonable cost. The other one,  
16 and again, let's go back to-- it's District 20, which  
17 has been historically difficult to find space.  
18 Again, we were able to find very rare space that  
19 required tremendous amount of upgrades in order to  
20 finish this pre-k site and, you know, it's one of  
21 those things in that particular district because  
22 sites are at a premium. It's very, very, very  
23 difficult to find space, and we have students  
24 obviously who were on waiting lists trying to get in.

2 We found a site. We grabbed it, and whatever it  
3 costs to build it out we did.

4 CHAIRPERSON DROMM: So, at that site or  
5 at some of these sites, are these sites that we will  
6 own, the City will own, or are we talking leases?

7 LORRAINE GRILLO: For--

8 CHAIRPERSON DROMM: [interposing] Or a  
9 combination.

10 LORRAINE GRILLO: For this, yeah.  
11 Exactly.

12 CHAIRPERSON DROMM: And many of the pre-k  
13 sites--

14 LORRAINE GRILLO: [interposing] Exactly a  
15 combination, but for those two sites I believe, and  
16 correct me if I'm wrong, they're both leased.

17 CHAIRPERSON DROMM: They're both leased.

18 LORRAINE GRILLO: Both leased.

19 CHAIRPERSON DROMM: So that is a part of  
20 the--

21 LORRAINE GRILLO: [interposing] Yeah.

22 CHAIRPERSON DROMM: decision making  
23 process there as well.

24 LORRAINE GRILLO: Yeah.

2 CHAIRPERSON DROMM: Okay, and before I  
3 just turn it over to my colleagues as well, I'm sure  
4 you-- I think you have, but you know, we are four  
5 billion dollars short. Have you been advocating to  
6 make sure that we get those four billion dollars  
7 moving forward?

8 LORRAINE GRILLO: As you can see, we've  
9 been advocating along with the members of the City  
10 Council for more funding, and the Mayor recognized  
11 that need. We will continue to do so, and hopefully  
12 we will have you as partners.

13 CHAIRPERSON FERRERAS-COPELAND: Thank  
14 you, Chair Dromm. We've been joined by Council  
15 Members Matteo, Kallos, Chin, Johnson, Rodriguez,  
16 Barron, Lander, and Miller. We will now hear from  
17 Council Member Matteo followed by Council Member  
18 Rodriguez.

19 COUNCIL MEMBER MATTEO: Thank you, Madam  
20 Chair. Lorraine, one thing I want to start off with  
21 is the PCB lighting fixtures, and they were going to  
22 be complete by the end of the year. I want to thank  
23 you. I wanted to give a shot out to the former  
24 Minority Leader Vinnie Ignizio who was-- his  
25 leadership five years ago was the start of this, and

2 I want to thank you because I think we're what, five  
3 years ahead?

4 LORRAINE GRILLO: Yep.

5 COUNCIL MEMBER MATTEO: So, I do want to,  
6 on behalf of my schools and the schools, thank you  
7 for pushing that forward. It's going to be nice when  
8 we complete all the schools. Do you know how many  
9 schools we have left?

10 LORRAINE GRILLO: I think we have 120 in  
11 construction right now.

12 COUNCIL MEMBER MATTEO: Okay, and then by  
13 the summer, are you going to do a lot of them, or you  
14 going to just--

15 LORRAINE GRILLO: [interposing]  
16 Absolutely.

17 COUNCIL MEMBER MATTEO: Okay. But  
18 definitely done by the end of the--

19 LORRAINE GRILLO: [interposing] Oh, yes.

20 COUNCIL MEMBER MATTEO: Thank you for  
21 that. And I do want to thank you and your staff for  
22 great work out in Staten Island, Brian McGinn [sp?]  
23 and Fred Malley [sp?] and Steve Gonzales, and Karen.  
24 Just a great team to work with. So, thank you.  
25 Staten Island Tech opening two weeks ago, three weeks

2 ago was great. So, thanks for working with us on  
3 that. Just a few things I want to go over, the new  
4 school on the west shore, we're still siting  
5 locations and looking at the ones that we sent to  
6 you. Is there any update or we're just we're still  
7 looking at the locations?

8 LORRAINE GRILLO: We're constantly  
9 looking, but we can certainly give you an update on  
10 where we are--

11 COUNCIL MEMBER MATTEO: [interposing]  
12 Yeah, we'll meet soon.

13 LORRAINE GRILLO: Sure.

14 COUNCIL MEMBER MATTEO: And the pre-k, I  
15 think there's three sites that are coming on online.

16 LORRAINE GRILLO: Yes.

17 COUNCIL MEMBER MATTEO: Forest Avenues,  
18 the Teleport [sic], and I think one on the  
19 Northshore?

20 LORRAINE GRILLO: Opening in September.

21 COUNCIL MEMBER MATTEO: They will be open  
22 in September?

23 LORRAINE GRILLO: Oh, they opened. They  
24 both opened.

2 COUNCIL MEMBER MATTEO: All of them are  
3 open now?

4 LORRAINE GRILLO: Yeah.

5 COUNCIL MEMBER MATTEO: Teleport's open,  
6 but the one on Forest is open, too?

7 LORRAINE GRILLO: The pre-k on that one  
8 opened in September.

9 COUNCIL MEMBER MATTEO: The 1625 Forest?

10 LORRAINE GRILLO: Yes, but--

11 COUNCIL MEMBER MATTEO: [interposing] That  
12 was--

13 LORRAINE GRILLO: [interposing] But the--

14 ELIZABETH ROSE: [interposing] The Verizon  
15 building?

16 COUNCIL MEMBER MATTEO: Yeah.

17 LORRAINE GRILLO: Early childhood--

18 ELIZABETH ROSE: [interposing] Yeah.

19 COUNCIL MEMBER MATTEO: The rest, it's  
20 all, all complete with construction?

21 LORRAINE GRILLO: The remaining two  
22 floors are still in construction.

23 COUNCIL MEMBER MATTEO: That's what I  
24 thought, the remaining two?

25

2 LORRAINE GRILLO: Yes, and they will be  
3 open in September.

4 COUNCIL MEMBER MATTEO: This September.

5 LORRAINE GRILLO: Correct.

6 COUNCIL MEMBER MATTEO: Okay, but that's  
7 the construction--

8 ELIZABETH ROSE: [interposing] And that  
9 will be elementary.

10 COUNCIL MEMBER MATTEO: that's going on  
11 now, right?

12 LORRAINE GRILLO: I'm sorry?

13 COUNCIL MEMBER MATTEO: That's what the  
14 construction is that's going on now.

15 LORRAINE GRILLO: Correct.

16 COUNCIL MEMBER MATTEO: The top two  
17 floors.

18 LORRAINE GRILLO: Correct.

19 COUNCIL MEMBER MATTEO: Okay. And the  
20 last thing that I-- and we're going to have to talk  
21 about this offline, to be honest with you, but I just  
22 wanted to bring it to your attention. PS9, which was  
23 the old PS48, where we made the new PS48, so now  
24 we're-- the principal, Deano Marko [sp?] has done a  
25 great job there, and they're starting to get to

2 capacity, and you know, we have space issues, and  
3 we're going to have to discuss this, Lorraine, and I  
4 know it's going back, why we got PS48 the new school,  
5 but there are some issues we're going to have to  
6 discuss so I think we should meet offline when we  
7 have the chance. And the last thing I do want to  
8 bring up generally is the Five-Year Capital Plan.

9 Can you walk me-- I mean, most of my colleagues and I  
10 we give a lot of our capital budget to school. I give  
11 about 50 percent. Can you walk me how the process of  
12 how, you know, you picked the capital? I know you  
13 asked us all for suggestions, but at what point, what  
14 is the process of you actually selecting which  
15 projects should get on the Five-Year Capital Plan?

16 LORRAINE GRILLO: So, if you're  
17 discussing regular capital improvement projects, as I  
18 talked about earlier, every year we send a team of  
19 architects and engineers to every single school  
20 building that we have, and with that we rate the  
21 major systems one through five, five being the worst  
22 condition, and basically those are the things that go  
23 into the Capital Plan as-is. If you're talking about  
24 the suggestions that come from the City Council for  
25 additional projects, the very first thing we're going

2 to do is go into this "BCAS system" which is building  
3 condition assessment.

4 COUNCIL MEMBER MATTEO: And find the  
5 conditions?

6 LORRAINE GRILLO: And we'll find out what  
7 the conditions are, and the ones that are the worst  
8 are obviously the ones that are going to go first.

9 COUNCIL MEMBER MATTEO: So it's based  
10 pretty much on the conditions and--

11 LORRAINE GRILLO: [interposing] Pretty  
12 much on--

13 COUNCIL MEMBER MATTEO: priority from  
14 there.

15 LORRAINE GRILLO: Correct.

16 COUNCIL MEMBER MATTEO: Okay, thank you.

17 CHAIRPERSON FERRERAS-COPELAND: Thank  
18 you, Council Member. We will now hear from Council  
19 Member Rodriguez followed by Council Member Kallos  
20 followed by Council Member Johnson.

21 COUNCIL MEMBER RODRIGUEZ: Thank you,  
22 Chair. Thank you to both of you for the work that  
23 you do. You know, it's-- we're here to ask the easy  
24 and tough questions, but you know, it's not an easy  
25 place to be when you are responsible for building our

2 school. One concern that I have in-- is that for me  
3 at a local level, even though I want to get some  
4 answer at the local level, but then I see as a  
5 citywide issue, too, is that I have a school, IS 218,  
6 Salamorena [sic] builds. It could be probably like  
7 25 years ago. When the school was built it has  
8 central air conditioning for the auditorium and the  
9 cafeteria. Today as they're getting ready for the  
10 graduation, now one more year DOE and School  
11 Construction has not fixed the central air condition,  
12 and I think that-- and I don't want to take care as a  
13 Council Member can put capital because this is not a  
14 new project. This is a school that was built with  
15 central air condition. Whatever got broken I'm  
16 pretty sure, and I always [inaudible], when I have a  
17 conversation you think about Gale Brewer [sic], that  
18 is cool easing [sic] the upper middle class  
19 community, and their air condition is broken. We  
20 will not be going to the local Council Member to say  
21 put money to fix the central air condition. The  
22 school will fix it immediately, because we have close  
23 to 1,000 students in that or more in those three  
24 schools that we have this building that use the  
25 auditorium, that use the cafeteria, and a 95 degree

2 it is unacceptable that, you know, if it's a matter  
3 that was broken it's not fixed. So, I can put out  
4 some recommendation for you to look at it, but for me  
5 it's about in general how is the School Construction  
6 looking at those cases when this is not about we  
7 asking or can we put capital money for air condition.  
8 This is a school that they have everything in place  
9 that the central system got broken. We should be  
10 able to have the funding to fix it, and knowing it's  
11 waiting for us to be advocating. How do you make  
12 assessment on those type of situations citywide? You  
13 know, of course, I don't-- I live [sic] my local one  
14 ask for you if you can look at it.

15 ELIZABETH ROSE: Well, the first thing  
16 that we would do is have our Division of School  
17 Facilities assess whether it is something that can be  
18 fixed without replacing the system. Once the School  
19 Construction Authority builds the building. The  
20 Division of School Facilities then takes on the  
21 responsibility for maintaining the buildings,  
22 including the systems within it. So the first thing  
23 we would look at is what can we do from a maintenance  
24 perspective. Is there an opportunity to fix parts of  
25 it that would get it back up and running? If it then

2 is something that has to be a new capital project, we  
3 then work with the School Construction Authority.

4 COUNCIL MEMBER RODRIGUEZ: Great. My  
5 second question is, again, when the process last year  
6 Christine Quinn was able to get seven million dollars  
7 to renovate the male [sic] pool, still I have not  
8 seen phase one of that pool. So it's now that here  
9 is a local Council Member we want you for you to put  
10 the money. This is about a pool that used to be used  
11 as a Olympic pool in a community where the Community  
12 Board didn't have a indoor pool. Seven million  
13 dollars sitting there since the 2014 fiscal budget.  
14 I've been asking for updating. I have not been  
15 getting the updating, and for me, it's unaccept  
16 [sic].

17 LORRAINE GRILLO: Yes, Council Member, we  
18 are familiar with that particular pool that you're  
19 discussing. We did a scope and design for that to  
20 upgrade it, and we put it out for a public bidding.  
21 The bids came in well over the budget that we had  
22 estimated. We are looking at it again and going to  
23 rebid it.

24 COUNCIL MEMBER RODRIGUEZ: What was the  
25 last thing that you said?

2 LORRAINE GRILLO: It came in, the bids  
3 that came in from the contractors were well over the  
4 budget.

5 COUNCIL MEMBER RODRIGUEZ: And people who  
6 have expertise on that-- I can tell you Aspha Green  
7 [sic] who is a great, like, you know, institution,  
8 based on their own observation we are not building a  
9 new pool, and for me, I hope that you can put your  
10 leadership to go of those dollars [sic], because what  
11 I heard from people-- first off all, when I had the  
12 conversation with the School Construction, I was  
13 asked from three to five million dollars. I always  
14 ask for more. I got Christine Quinn to put me seven  
15 million dollars, two million more than what I was  
16 asked. And again, great relationship, I trust you,  
17 but your staff who I made the request to come back  
18 and give me a briefing, for months I've been waiting  
19 for that briefing.

20 LORRAINE GRILLO: Well, I apologize on  
21 behalf of the staff, and we're happy to meet with you  
22 and brief you on it.

23 CHAIRPERSON FERRERAS-COPELAND: Thank  
24 you, Council Member Rodriguez. Council Member  
25 Johnson followed by Council Member Barron.

2 COUNCIL MEMBER JOHNSON: Thank you to the  
3 Chairs. Lorraine, it's great to see you. Deputy  
4 Chancellor, it's good to see you. I want to thank  
5 you, Lorraine for all of your incredible work and  
6 working with the community as well as your staff,  
7 Melanie, on 75 Morton, a new school that we're very  
8 excited about for next year as well as all the other  
9 issues that we bring to you on a regular basis. I  
10 want to just follow up on Chair Ferreras-Copeland's  
11 questions with regard to electrical upgrades. The  
12 Bayard Rustin Education Campus, six collocated  
13 schools on West 18<sup>th</sup> Street, five high schools and  
14 one middle school, Quest to Learn, when I went over  
15 the capital asks a couple of months ago-- we have  
16 been asking for a couple of years now for electric  
17 upgrades. A brand new science lab was put into the  
18 school, but they can't use the lab in the best way  
19 possible because the electricity doesn't work. So,  
20 it doesn't make much sense. Half the Wi-Fi in the  
21 school won't work because of electricity problems,  
22 and the cost is somewhere around I think 1.5 million  
23 dollars to pay for it, and you all requested Reso A  
24 funds for me, but I wasn't able to do it because I  
25 thought it was something that the SCA should be

2 paying for on its own, and seeing this money in the  
3 capital plan, I want to just ask if that school  
4 potentially qualifies for this money? Not the  
5 school, the complex.

6 LORRAINE GRILLO: Okay. You know, I don't  
7 know all the details of that. I apologize, but I'd be  
8 happy to sit down with you and go over exactly what  
9 it is. I know that there's been some conversations  
10 with your offices, but again, I don't know the fine  
11 details. So I'd be happy to meet with you separately  
12 to talk about it.

13 COUNCIL MEMBER JOHNSON: I will always  
14 meet with you, but we need the money. I mean, the  
15 school doesn't have electricity in a lot of places.  
16 It's a real problem, and it's not electricity for air  
17 conditioning.

18 LORRAINE GRILLO: Right.

19 COUNCIL MEMBER JOHNSON: It's electricity  
20 for learning, technology, science labs.

21 LORRAINE GRILLO: Again, we will look at  
22 it carefully.

23 COUNCIL MEMBER JOHNSON: Okay. I  
24 similarly wanted to ask about bathroom upgrades. I  
25 saw that you had mention in your testimony, Deputy

2 Chancellor, the doubling of the money. The Council  
3 has advocated on this from 50 million to 100 million  
4 dollars. I put in money last year for bathroom  
5 upgrades at the lab, middle school and high school,  
6 on 17<sup>th</sup> Street. There are additional schools where  
7 the bathrooms are in pretty poor shape, and I wanted  
8 to just as the Minority Leader asked, understand how  
9 you actually-- I think it's probably through the BCAS  
10 system that's done every year, but to understand if  
11 any of my schools that I brought to your attention  
12 could qualify for this expanded pool of capital  
13 money.

14 ELIZABETH ROSE: So, we can absolutely  
15 take a look at what you've identified as bathrooms  
16 that you think need upgrades. For the bathroom  
17 upgrades, since these are bathrooms that are  
18 functional, they're actually not identified through  
19 the BCAS process, because the BCAS process assesses  
20 building systems, what is fundamentally working or  
21 not working. Our bathrooms are functional. So we're  
22 using information from Council Members, from  
23 principals, from our school facilities and custodian  
24 staff in the field to identify the ones that are in  
25 the worst shape and therefore need to be prioritized

2 for this program, but we're happy to understand the  
3 schools you have in mind and see where they are on  
4 our list.

5 COUNCIL MEMBER JOHNSON: And when you  
6 mentioned accessibility for schools, PS11 on 20<sup>th</sup>  
7 Street in Chelsea--

8 ELIZABETH ROSE: [interposing] Familiar  
9 with it.

10 COUNCIL MEMBER JOHNSON: Fabulous school.  
11 Principal Bob Bender, great guy, amazing school-- is  
12 not ADA accessible. So, students and parents who  
13 are-- have mobility issues who are disabled cannot  
14 even get into the school. There's no lift in the  
15 front, and we have put that consistently on our  
16 capital needs list multiple years, and there is a  
17 need. Parents are asking for it who can't come for  
18 parent teacher conferences or participate in school  
19 events. They have no way to get into the building,  
20 and we've been told that it is-- it's just too much  
21 money. So, in this instance there's no  
22 accessibility, because people who are in a wheelchair  
23 or have mobility issues can't enter the school at  
24 all.

2 ELIZABETH ROSE: So, we know we have a  
3 number of buildings where we have accessibility  
4 challenges, and many of our older buildings, and PS  
5 11 is certainly one of them, are not currently  
6 accessible. District Two, overall about 65 percent  
7 of our schools in District Two are accessible. So,  
8 it's one of our districts with the highest  
9 percentages of accessibility, but we do try-- if  
10 there are individual cases of parents who have a  
11 particular need for, for example, parent/teacher  
12 conferences, we will work with you, work with them to  
13 accommodate how can we ensure that they have access  
14 to a parent/teacher conference.

15 COUNCIL MEMBER JOHNSON: Can we work on  
16 scoping that project and finding out what the real  
17 cost is to make the building accessible?

18 ELIZABETH ROSE: What I can tell you is  
19 the other accessibility projects that are currently  
20 already identified for the capital plan, they range  
21 in the million-- in the range of seven to 10 million  
22 dollars for a full accessibility project. So, full  
23 accessibility of one of our older buildings is a very  
24 expensive--

2 COUNCIL MEMBER JOHNSON: [interposing] But  
3 can we work on scoping the project--

4 ELIZABETH ROSE: project.

5 COUNCIL MEMBER JOHNSON: to understand  
6 what the cost is for that particular location?

7 ELIZABETH ROSE: I think we should  
8 discuss offline. Again, District Two, at the moment,  
9 has one of our highest--

10 COUNCIL MEMBER JOHNSON: [interposing] I  
11 understand that, but I'm asking about this school.

12 ELIZABETH ROSE: accessibility  
13 percentages.

14 COUNCIL MEMBER JOHNSON: So, you won't  
15 commit to scoping this individual school for  
16 accessibility?

17 ELIZABETH ROSE: We have many other  
18 districts where a full inaccessibility project would  
19 be a higher priority.

20 COUNCIL MEMBER JOHNSON: But it would be  
21 nice to at least know the cost.

22 ELIZABETH ROSE: We can give you some  
23 comparables based on other buildings that we have  
24 done that are similar. I think that's probably the

2 most efficient way that we can provide some  
3 information.

4 COUNCIL MEMBER JOHNSON: Well, I don't  
5 think that's a satisfactory answer for the children  
6 and parents that go to PS 11 asking for a cost on  
7 something like this is not asking for it to be  
8 funded. It's asking for us to know what the overall  
9 cost is so we know in the future. Thank you to the  
10 Chairs. I just want to end with this. I'm putting  
11 in additional money for the rooftop space at 75  
12 Morton Street to make it a green roof, and we have  
13 other folks that are going to put money in for that  
14 as well. I'm very excited about that project. I'm not  
15 excited about the answer on PS 11, and I hope that we  
16 can work on that together. Thank you to the Chairs.

17 CHAIRPERSON FERRERAS-COPELAND: Council  
18 Member Barron followed by Council Member Chin  
19 followed by Council Member King.

20 COUNCIL MEMBER BARRON: Thank you to the  
21 Chairs and thank you to the panel for coming. A part  
22 of the documentation that you submitted said that the  
23 TCU's has a budget of 450 million dollars for the  
24 removal of all remaining TCU's. So you've actually  
25 removed 73, and how many more need to be removed?

2 ELIZABETH ROSE: So there are another 113  
3 that are-- have had the removal plan identified and  
4 another 180 beyond that that we still need to develop  
5 the removal plan. So--

6 COUNCIL MEMBER BARRON: [interposing]  
7 What--

8 ELIZABETH ROSE: in total, a little over  
9 280.

10 COUNCIL MEMBER BARRON: Why haven't the  
11 other 180 had a plan matched to those facilities?  
12 What does it take to make a plan that there's not  
13 even a plan for them?

14 ELIZABETH ROSE: So, it takes assessing  
15 where there is space in the community in the  
16 neighboring areas to identify a plan for how we would  
17 relocate students who may be currently served in  
18 those TCU's.

19 COUNCIL MEMBER BARRON: So, where did the  
20 students go who were at the schools let's say in  
21 District 16, District 19, 214, 290, 302? Those  
22 schools are targeted. They have a plan. So, will  
23 those students go to the main building? Will they be  
24 accommodated in the main building or will they be  
25 moved elsewhere?

2 ELIZABETH ROSE: So, it varies on an  
3 individual building by building basis. I don't have  
4 the specific details for each of the programs right  
5 here, but I'd be happy to follow up with you.

6 COUNCIL MEMBER BARRON: Okay. Does the  
7 principal have the plan since they already identified  
8 as having a plan? Does the principal--

9 ELIZABETH ROSE: [interposing] If there is  
10 already a removal plan in place, I imagine that they  
11 likely do.

12 COUNCIL MEMBER BARRON: Okay, so you're  
13 not sure that they do.

14 ELIZABETH ROSE: I think we-- we'll follow  
15 up with you on those specifics.

16 COUNCIL MEMBER BARRON: Okay. I would  
17 think it would be helpful for them to have been  
18 involved in creating the plan so that they would know  
19 that this is the best interest for the children.  
20 What is the cost to-- what's the average cost of  
21 doing an athletic field? I see you have 125 million  
22 dollars. What's the average cost, and how are the  
23 sites selected?

24

25

2 LORRAINE GRILLO: Well, that actually  
3 varies, but the way that the sites are selected--  
4 well, for the most part, let me just explain.

5 COUNCIL MEMBER BARRON: If you could give  
6 me the quick version.

7 LORRAINE GRILLO: About 12 years ago, a  
8 group called Take the Field--

9 COUNCIL MEMBER BARRON: [interposing] Yes.

10 LORRAINE GRILLO: partnered with the  
11 city--

12 COUNCIL MEMBER BARRON: [interposing]  
13 Right.

14 LORRAINE GRILLO: and built a number of  
15 athletic fields. Their typical shelf life is about  
16 10 years.

17 COUNCIL MEMBER BARRON: Right.

18 LORRAINE GRILLO: So we're reaching the  
19 end of that now, and what we're doing is examining  
20 each and every field to see what the needs are. So,  
21 if--

22 COUNCIL MEMBER BARRON: [interposing] So,  
23 what about those schools that have not had anything  
24 in the last 10 years, more than 10 years?

2 LORRAINE GRILLO: Alright. So if a school  
3 has had no athletic field at all--

4 COUNCIL MEMBER BARRON: [interposing]  
5 Right.

6 LORRAINE GRILLO: and now is building  
7 from the ground up, you're looking at somewhere  
8 between 20 and 25 million dollars to build a new,  
9 completely new athletic field.

10 COUNCIL MEMBER BARRON: You said 25  
11 million?

12 LORRAINE GRILLO: That's correct.

13 COUNCIL MEMBER BARRON: So you're looking  
14 at perhaps five fields.

15 LORRAINE GRILLO: No, no. Now, that's for  
16 a brand new field. What we're looking at here are  
17 fields that exist now and needs to be upgraded.

18 COUNCIL MEMBER BARRON: Okay, so what's  
19 in your budget to build brand new fields?

20 LORRAINE GRILLO: Again, it's 125 million  
21 dollars total. So, it depends upon the current  
22 condition.

23 COUNCIL MEMBER BARRON: Okay, alright.  
24 Moving quickly. The class size reduction identifies  
25 three sites for the 490 million dollars and one of

2 those sits is the East New York Family Academy. How  
3 much of that money is designated for that school, and  
4 what does that encompass?

5 LORRAINE GRILLO: In the case of East New  
6 York Family Academy, as you know, we will be building  
7 them a new school ground-up. So, whatever-- at this  
8 point it's not been designed yet, but as it is  
9 designed, certainly we will have estimates along the  
10 way, but they will have a brand new school building.  
11 So, you know, it depends on what the size is and all  
12 of the amenities within it.

13 COUNCIL MEMBER BARRON: And have you  
14 identified the site?

15 LORRAINE GRILLO: We are looking at  
16 building on the current site of East New York Family  
17 Academy, relocating those transportable classrooms,  
18 relocating those students in transportable classrooms  
19 and being able to build there.

20 COUNCIL MEMBER BARRON: Okay, and what's  
21 the estimated cost if it's on that site? What do you  
22 anticipate would be the cost to build a brand new  
23 school?

24 LORRAINE GRILLO: Again, it depends upon-

25 -

2 COUNCIL MEMBER BARRON: [interposing]  
3 What's the range?

4 LORRAINE GRILLO: Gosh, we could be  
5 looking at 70 million dollars.

6 COUNCIL MEMBER BARRON: Seven zero  
7 million?

8 LORRAINE GRILLO: Yeah.

9 COUNCIL MEMBER BARRON: And what's the  
10 timeline for that?

11 LORRAINE GRILLO: Timeline right now I  
12 think we're working with our space planning group to  
13 talk about relocation space for those children, and  
14 then we need a year to design the building, and after  
15 that it would go into construction. So that would be  
16 approximately two and a half, three years.

17 COUNCIL MEMBER BARRON: Two and a half to  
18 three years?

19 LORRAINE GRILLO: Yeah.

20 COUNCIL MEMBER BARRON: And finally, co-  
21 location, we've met and talked about several schools  
22 that are proposed to be collocated. We heard earlier  
23 about my 11, and I'm also advancing the cause of PS  
24 233, the Langston-Hughes School. Based on the fact  
25 that this is a school that has been strangled in a

2 way because parents fled when they heard that the  
3 school was on a particular list and thought that it  
4 would not be most beneficial for their children. So,  
5 there was a huge reduction in the population. The  
6 school met all the criteria and was no longer in the  
7 list, but they were not identified as having come off  
8 that list, so they continued to have a dwindling  
9 population. The principal has worked very diligently  
10 and very hard, and now that population is increasing,  
11 and we know that that school as we've been there and  
12 looked at it has great facility. The teachers have  
13 worked and gotten grants to build their library to  
14 have a full film recording studio and to have other  
15 enhancements for their academic programs that are  
16 very beneficial to creating all those goes-- and they  
17 have a large Special Ed population, and there are  
18 many of the rooms that they use for one on one  
19 services, and the Chair earlier talked about children  
20 who are living in many cramped--

21 CHAIRPERSON FERRERAS-COPELAND:  
22 [interposing] [off mic] Council Member, can you  
23 please wrap up?

24 COUNCIL MEMBER BARRON: Yes-- cramped  
25 situations and we believe that any colocation at this

2 time going forward where the school is growing would  
3 in fact hinder children's' ability to have those  
4 academic enhancements, the arts and the other  
5 activities that are going forward. So what is the  
6 time table? Where are we in terms of that proposal?  
7 I know it was taken off the last calendar--

8 CHAIRPERSON FERRERAS-COPELAND:  
9 [interposing][off mic] Thank you, Council Member.

10 COUNCIL MEMBER BARRON: and where are we  
11 now?

12 ELIZABETH ROSE: Well, so, first of all,  
13 thank you, Council Member, for meeting with us at the  
14 school a few weeks ago and having those conversations  
15 with us. Our Head of Space Management has also met  
16 recently with the principal to ensure that we  
17 understand the concerns as well as the specialty  
18 rooms that they have that they are particularly  
19 concerned about. The proposal is still scheduled for  
20 the Panel for Educational Policy meeting that is this  
21 week, this Wednesday evening, and we are anticipating  
22 that the panel would vote on that proposal on  
23 Wednesday.

24

25

2 COUNCIL MEMBER BARRON: Okay. I'm  
3 anticipating that you'll have a lot of pushback. Be  
4 prepared.

5 ELIZABETH ROSE: Thank you.

6 CHAIRPERSON FERRERAS-COPELAND: Thank you.  
7 We will now hear from Council Member Chin followed by  
8 Council Member King.

9 COUNCIL MEMBER CHIN: Thank you, Chair.  
10 Good afternoon. I see that in the capital  
11 investment, the budget, you have 45 million allocated  
12 for physical fitness, library, auditorium upgrade. I  
13 mean, in terms of Reso A projects that comes in from  
14 schools let's say in my district, there have been a  
15 lot of requests for auditorium upgrades or a gym  
16 floor, and they are very, very expensive. So, with  
17 this 45 million how many projects are you going to be  
18 able to do, and can you also give us a list of the  
19 projects, the school that are getting this upgrade?

20 LORRAINE GRILLO: I don't at this time  
21 have the exact figure, but I can certainly get that,  
22 but those projects would be actually in the capital  
23 plan, and so they would show up school by school. We  
24 have, I think, we can certainly share with you by

2 council district what schools will have those types  
3 of projects.

4 COUNCIL MEMBER CHIN: I mean, that would  
5 be helpful, but it seems like 45 million allocated  
6 will definitely not be sufficient when they're  
7 talking about just fixing a gym floor is over a  
8 million dollars, and we're trying to be helpful, but  
9 it's just too big. I mean, we don't have that kind  
10 of capital budget per Council Member to be able to  
11 fix a couple of gym floors and upgrade a couple of  
12 auditoriums, but definitely in some of the schools we  
13 see like the auditoriums and the gyms are fully  
14 utilized by the school, especially now a lot of our  
15 high schools have colocation. So, like, my Seward  
16 Park Campus have five high schools in there, and I  
17 have a middle school that has two other high school  
18 with it, middle school IS 131, and they call come in  
19 for request for their gym and for their auditorium,  
20 and also furthermore, their space is highly utilized  
21 by the community, especially the auditorium and the  
22 gym because they have after school program. They  
23 have evening program. So, it's a good investment,  
24 but it's somehow how do we make sure that we can  
25

2 allocate more capital funding in this area so that we  
3 can take care of those projects?

4 LORRAINE GRILLO: Council Member, we  
5 recognize that there are those situations throughout  
6 the City. We, unfortunately, have tremendous amount  
7 of competing priorities throughout this city having  
8 to do with overcrowding, having to do with building  
9 accessibility, having to do with TC--

10 COUNCIL MEMBER CHIN: [interposing] I  
11 know. I know. That's why--

12 LORRAINE GRILLO: [interposing] So, you  
13 know, we do the very best we can with the funding  
14 that we have.

15 COUNCIL MEMBER CHIN: I mean, on one end  
16 we could, you know, build more new schools and make  
17 sure the developer puts in money. The one that's  
18 creating all these impacts, overcrowding, and they're  
19 not putting in a dime because they're building these  
20 projects as-of-right, and that's what's happening in  
21 my district, and I know that we're getting a new  
22 school in Trinity [sic] Place, and it really bothers  
23 me that we're going to have to pay for the school,  
24 and this building is going up as-of-right and we're  
25 paying for the school, and we can't get it big enough

2 so that we can have a full-sized auditorium and a  
3 full-sized gym, and that's what the parents and the  
4 teachers and the principal are saying. We need a  
5 full-size gym and full-size auditorium. So, I think  
6 going forward, we have to figure out how to get these  
7 developers to pay, but that's something that we'll  
8 work with you on that because the school in Trinity,  
9 we're still fighting to get a full-sized gym. And my  
10 last question is on the preschool-- on the pre-k.  
11 The list that I got, the two sites in my district,  
12 one on Washington Street, a capacity of 108, and it's  
13 going to cost over 12 million dollars to do, and I  
14 have one on Two Lafayette. It's only 32-- 36 seats  
15 and the cost is over seven million. I mean, these  
16 are huge numbers. So my question is how much rent  
17 are we paying, and are these long-term leases in  
18 these spaces?

19 LORRAINE GRILLO: Well, first of all, the  
20 cost that you're discussing right now I believe are  
21 the capital costs. That was through the  
22 construction. Converting non-traditional spaces to  
23 actually classroom spaces that was the difficult part  
24 of that, and in particular in Manhattan where the  
25 costs are very, very high. So those are the big

2 things. As far as the lease-- length of the lease is  
3 concerned, we'll have to get back to you on that.

4 COUNCIL MEMBER CHIN: I mean, it would be  
5 great to see what--

6 LORRAINE GRILLO: [interposing] But  
7 they're at least long--

8 COUNCIL MEMBER CHIN: you know, what the  
9 City are putting in for these places, because a lot  
10 of times, you know, it's hard to find facilities, but  
11 especially my district, it just costs so much to  
12 convert these office buildings into classroom space,-  
13 -

14 LORRAINE GRILLO: [interposing] Okay--

15 COUNCIL MEMBER CHIN: and then we still  
16 have to pay high rent with it.

17 LORRAINE GRILLO: By the way--

18 COUNCIL MEMBER CHIN: [interposing] It  
19 might not be the most cost effective.

20 LORRAINE GRILLO: I've just been told that  
21 the site that we're talking about with 36 seats  
22 actually is a city-owned site, and so we will own  
23 that.

24 COUNCIL MEMBER CHIN: That's good.

25 LORRAINE GRILLO: Yeah.

2 COUNCIL MEMBER CHIN: Thank you.

3 CHAIRPERSON FERRERAS-COPELAND: Thank  
4 you, Council Member Chin. Council Member King  
5 followed by Council Member Lander followed by Council  
6 Member Miller.

7 COUNCIL MEMBER KING: Thank you, Madam  
8 Chair. Appreciate it. Good to see both of you as  
9 always. I know we have to work with what we have to  
10 work with, and we work with what we do work with.  
11 So, thank you again for all the work that you're  
12 doing working with what we have. Could I get one of  
13 these?

14 [laughter]

15 COUNCIL MEMBER KING: I just want a new  
16 one. I got some space. Let's figure out how we get  
17 a new one. So I really would appreciate that, but I  
18 wanted to jump in to follow up with something that  
19 Council Member Dromm talked about, the Smart School  
20 Bond Act. I know in 2014 it was passed, and there's  
21 about two billion dollars that was in there. What is  
22 the process here, because I heard you talk about the  
23 amount of money that you were going to use for  
24 technology and AC. Where are we in the process, and  
25

2 how much of that two billion is actually going to  
3 come to the City with what you have done?

4 ELIZABETH ROSE: Sure. So, of the total  
5 Smart Schools Bond Act, about 783 million dollars  
6 comes to New York City. Where we are in the process  
7 is we have submitted our plan to the State. We've  
8 divided it into three categories: technology,  
9 universal pre-kindergarten seats and TCU removals.  
10 We've submitted the plan. The Smart Schools Bond Act  
11 Review Board now has to review the plan. We  
12 anticipate that we will hear back from them towards  
13 the end of the summer. They may ask for some  
14 changes. They may, you know, make different  
15 suggestions. We don't know, but we're actively in  
16 the process.

17 COUNCIL MEMBER KING: Okay. So right now  
18 we really don't know when that money is going to come  
19 down to the City. Okay. And when it does, do you  
20 think-- you know, we talk about technology and the  
21 air condition because some of our buildings are just  
22 18 century old, and how do we improve the AC's. Do  
23 you think with the technology money when it does come  
24 then that can be utilized for AC's? Because I know  
25 we keep asking for our capital, our-- you say our

2 capital money doesn't qualify, but how do we-- I  
3 don't know if we change the system or we find ways  
4 for it to qualify. You know, at the end of the day,  
5 kids are still passing out in the classroom, and I  
6 passed out a few sometimes in the summer myself going  
7 to visit somebody with 92 degrees and there's no  
8 breeze going through. So how do we--

9 ELIZABETH ROSE: [interposing] So, the--

10 COUNCIL MEMBER KING: [interposing] How do  
11 we help you with that?

12 ELIZABETH ROSE: So, the funds from the  
13 Smart Schools Bond Act are very clearly delineated  
14 what we can use them for, and they're for what we  
15 can't use them for. Air conditioning is not among  
16 the technologies that we are able to use Smart  
17 Schools Bond Act proceeds for. That has to be for  
18 infrastructure to support connectivity. So, it can  
19 be wiring. It can be routing. It can be network  
20 equipment, and so we anticipate that we will be using  
21 the technology pieces for that infrastructure for  
22 technology.

23 COUNCIL MEMBER KING: Then we can just  
24 buy the AC. At least the infrastructure is being  
25

2 placed for air conditioners if I'm hearing you  
3 correctly.

4 ELIZABETH ROSE: So, we can't use it for  
5 electrical upgrades for air conditioning. We can't  
6 use it for air conditioning units. So that's why  
7 those funds are in another part of the capital plan.  
8 The Smart Schools Bond Act funds are only in the  
9 areas that we are allowed to use them for by law.

10 COUNCIL MEMBER KING: Okay. And one of  
11 my final questions, MWBE's. How-- I would like to  
12 know how do you, SCA's going to support our MW-- I  
13 had a very I won't say disturbing conversation, but I  
14 had a conversation that kind of took me when I sat  
15 before a MWBE and there were no women in front of me  
16 and there were no minorities in front of me, and 92  
17 percent of that business was not minorities and was  
18 not women. So I'm saying to myself, how real or is  
19 someone manipulating the MW's to just get-- to tap  
20 into the business because there's not really women or  
21 minorities who are running these businesses or  
22 getting paid from the funding that's scheduled to  
23 give MWBE's the opportunity to compete. How do you  
24 support it and where are you right now?

2 LORRAINE GRILLO: Okay. I'm very happy you  
3 asked me that, Council Member, because we have  
4 probably the finest MWBE program in the City, if not  
5 the State, if not the country. We have a  
6 tremendously active Chief Diversity Officer who runs  
7 our Business Development Unit, and we have currently  
8 722 firms, MWBE firms that are certified and  
9 qualified. We have also 134 firms that are in our  
10 agency's mentor and graduate mentor program. I don't  
11 know if you're familiar with it, but we'd like to  
12 talk to you about it.

13 COUNCIL MEMBER KING: Please.

14 LORRAINE GRILLO: It's a program basically  
15 that takes small emerging contractors and trains them  
16 in our processes and works with our construction  
17 management firms to be trained on the job, and with  
18 that they go through that. They're allowed to bid on  
19 projects while they're in that process. Then they go  
20 on to the graduate mentor program which gives them t  
21 ability to bid on larger projects. From there they go  
22 on to regular capital improvement projects. But one  
23 of the things we've created a loan program for our  
24 mentor contractors, a bonding program for our mentor  
25 contractors, and then this year for the very first

2 time, we created a program with our local community  
3 college that trains these young people, who are  
4 business majors actually, to do the back-office work  
5 like request for payment and bidding and so on to  
6 work with the mentor contractors, and they are  
7 interns for the School Construction Authority. So  
8 the mentor contractors are getting this opportunity  
9 for free help. So, we are extraordinarily proud of  
10 it. Our-- last year, I think our contracting was  
11 approximately 600 million dollars for MWBE's.

12 COUNCIL MEMBER KING: Thank you for your  
13 answers. Thank you for your time. Madam Chair, Mr.  
14 Chair, thank you.

15 CHAIRPERSON FERRERAS-COPELAND: Thank  
16 you, Council Member King. Council Member Lander  
17 followed by Council Member Miller followed by Council  
18 Member Grodenchik.

19 COUNCIL MEMBER LANDER: Thank you, Madam  
20 Chair. Good as always to see both of you, and we  
21 appreciate in District 15 a lot of the work that you  
22 have done and are doing. I spent a lot of time this  
23 year at MS 839, PS 130, the K437 building which is  
24 just magnificent. We appreciate your patience and  
25 work with PS 32, MS 442 community. We're looking

2 forward to getting that new capacity, but we  
3 appreciate it being done in a way that will enable  
4 442 to have a successful relocation first. So, thank  
5 you for your forbearance, and we also appreciate  
6 Melanie's' work with our team trying to figure out at  
7 the northern end of my district how we can arrive at  
8 something that will achieve some new capacity that  
9 will help substantially in the district. So, thank  
10 you for all those things, and I also am really  
11 encouraged on the bathroom project. I just want to  
12 appreciate. That's really a partnership between the  
13 Council and the Administration and comes out of the  
14 frustration that so many members of us have had in  
15 that we were able to add significant capital to the  
16 budget and work together there and that is moving  
17 forward in a productive way, and so it's not on the  
18 participatory budgeting ballot every year, and we're  
19 seeing some real progress. But I'm eager that we use  
20 that as a model to move forward on air conditioning.  
21 You've already heard. I'm about the fourth Council  
22 Member to mention it, and I guess, you know, while  
23 Council Member Johnson spoke to the need for  
24 electrical upgrades in the context of the science  
25 lab, you know, I think air conditioning sounds like

2 something that's kind of an amenity, but you know, I  
3 looked up, I pulled up the number of Central Park  
4 cooling days, the number of cooling days in New York  
5 City, and unfortunately a consequence of global  
6 warming is that we have more than 100 more cooling  
7 days, days where you need air conditioning. That's  
8 obviously especially true in May, June and September  
9 than it was a decade or two decades ago, and our kid  
10 just can't learn in many of our school buildings on  
11 an increasing number of hot days, and we're losing  
12 the months of June and September, and we can't afford  
13 to lose two months in schools that don't have air  
14 conditioning. So, you know, we talked about this at  
15 the Preliminary Budget hearing and I was hoping by  
16 now that we would be making some progress on our  
17 framework. It's not easy to figure out where that  
18 money's going to come from. There's the capital for  
19 the electrical upgrades, and of course that's a  
20 building by building assessment figuring out how to  
21 solve the problem, and then we're going to need money  
22 on the expense side as well, but right now what we're  
23 doing is essentially making the schools buy the units  
24 themselves which either means it's terribly  
25 inequitable. The schools in my district where the

2 PTA is going to raise the money for air conditioners,  
3 I'm tell you, those kids don't get any hotter than  
4 the schools in Council Member King or anybody else's  
5 district, and it's not fair to have it come from the  
6 pedagogical budget either. So we've been trading  
7 numbers back and forth I know, and we gave you some  
8 estimates that we had, but we're told you guys are  
9 still working on them. We need a plan, and I think  
10 like with the bathrooms, the Council is willing to  
11 work with you. We recognize that this is a high  
12 priority of members, and therefore, it's got to be on  
13 us to push given so many other needs, but we need you  
14 to help us develop that plan. There's no way we're  
15 going to get there otherwise, and if there's going to  
16 be a Reso A component, we're open to that. If you'd  
17 rather do it like with bathrooms where you make the  
18 assessment of the ones that are most in need, we're  
19 open to that, but right now we don't have a plan, and  
20 we've got too many kids in schools where they can't  
21 learn on hot days, and I would just like to ask you,  
22 you know, how are we going to figure out how to make  
23 a plan together to start making the investments to  
24 bring the air conditioning needed for our kids to  
25 learn.

2 ELIZABETH ROSE: So, as we said earlier,  
3 I think we very much appreciate the spirit that this  
4 needs to be something that can be equitable for  
5 schools, and that as what we would consider as part  
6 of the 50 million dollars that is already in the  
7 capital plan for electrical upgrades. The economic  
8 population of the school or the demographics in  
9 school we think is a very important component of how  
10 do we prioritize within all of the schools that are  
11 looking for these electrical upgrades, and we look  
12 forward to working with you on this, and I think we  
13 will come back to you with a here's how we would go  
14 about it.

15 COUNCIL MEMBER LANDER: Okay, and if you  
16 could do something else that helps us get the cost.  
17 I mean, I think it's going to take a lot more than 50  
18 million dollars over the next few years to bring--

19 ELIZABETH ROSE: [interposing] No  
20 question.

21 COUNCIL MEMBER LANDER: to bring air  
22 conditioning to the schools that need it. So, I  
23 guess I don't-- I'm eager not only to hear, you know,  
24 how you're thinking about prioritizing that 50  
25 million, but what you think the need is on both the

2 capital and the expense side, and having a framework  
3 for prioritization is also good, but let's set a real  
4 goal here. Let's figure out the total number of  
5 buildings that we need to do the upgrades and buy the  
6 air conditioners. Let's cost it out. You can set,  
7 you know, help us set useful priorities. Let's put a  
8 timeline in place and figure out the resources we  
9 need to get it done. Thank you very much.

10 ELIZABETH ROSE: Thank you.

11 CHAIRPERSON DROMM: Chair Grillo, I do  
12 remember when I was teaching that they did come in at  
13 one point and they put in wiring, and some of the  
14 classrooms got air conditioning. Is that a starting  
15 point maybe where we can figure out what was done in  
16 the past? Do we have a record of that? Do we know--

17 LORRAINE GRILLO: [interposing] Yes, we  
18 do.

19 CHAIRPERSON DROMM: where that was done?

20 LORRAINE GRILLO: As a matter of fact, it  
21 was called-- it was a program called Project Cool  
22 School. I remember that. Probably the only one at  
23 the SCA still around long enough to remember that,  
24 but I could certainly look up and see how it was

2 determined, how that was done, and it was done in a  
3 cost-effective way. I remember that. So, yeah--

4 CHAIRPERSON DROMM: [interposing] If I  
5 recall too I think it was done in response to summer  
6 school when we had a broader, a larger of number of  
7 students going to summer school, and the rooms that  
8 were prioritized were rooms in which those classes  
9 would be held.

10 LORRAINE GRILLO: Yeah.

11 COUNCIL MEMBER LANDER: And obviously,  
12 Mr. Chair, that would be appropriate, you know,  
13 having a summer school program in your school should  
14 presumably be one of the things that gets you higher  
15 up the priorities list to-- for air condition.

16 ELIZABETH ROSE: So, actually, one of our  
17 criteria for selecting buildings for summer school is  
18 buildings that have air conditioned classrooms. So  
19 we centrally fund for summer school to buildings that  
20 are already air conditioned and so students won't be  
21 in that heat.

22 CHAIRPERSON DROMM: Well, if you've been  
23 around a long time, I've been around a long time,  
24 too. Next one is Council Member Miller followed by  
25 Council Member Grodenchik, Cumbo, and Kallos.

2 COUNCIL MEMBER MILLER: Thank you, Chair  
3 Dromm. Good afternoon. So I do, obviously, all the-  
4 - there's nothing new under the sun here. So I'm  
5 just going to repeat some of the things that have  
6 been said here, but I do want to talk about the  
7 course of extending the bathroom program and how many  
8 more bathrooms that-- first of all, what is the cost?  
9 Let's be general, because I know obviously different  
10 buildings have different costs associated, and the  
11 reason why I've asked because obviously we've been  
12 asked to do it. We continue to be asked to do it, and  
13 my-- one of the winners in participatory budgeting  
14 was local bath-- was bathrooms for local school  
15 there.

16 ELIZABETH ROSE: So, nothing like real  
17 time numbers. So, the bathrooms that we have  
18 completed as part of this project have cost about  
19 75,000 dollars per bathroom.

20 COUNCIL MEMBER MILLER: Oh, okay. That's  
21 a little less than I thought. And what's the average  
22 time of completion from start to finish?

23 ELIZABETH ROSE: I don't have a specific  
24 timeframe on that--  
25

2 COUNCIL MEMBER MILLER: [interposing]

3 Okay.

4 ELIZABETH ROSE: here, but we can follow  
5 up.

6 COUNCIL MEMBER MILLER: Okay, thank you.  
7 And then the other winner was adaptive special needs  
8 equipment for our two District 75 schools. Is that  
9 something that School Construction has provided in  
10 the past? Have you seen it? Is there anyone-- I  
11 don't think there's any one in the other, in the  
12 borough of Queens that have this equipment for our  
13 District 75 schools.

14 ELIZABETH ROSE: Is this the sensory gym  
15 that you're--

16 COUNCIL MEMBER MILLER: [interposing] No,  
17 this is actually playground equipment.

18 ELIZABETH ROSE: Playground equipment.

19 LORRAINE GRILLO: I'm not familiar with  
20 it, but we'll certainly take a look at it, sure.

21 COUNCIL MEMBER MILLER: So we've--  
22 they're our other winner of our participatory  
23 budgeting.

24 ELIZABETH ROSE: Oh.

25

2 COUNCIL MEMBER MILLER: So we're going to  
3 be outfitting PS 170-- I'm sorry, 147 and 136, which  
4 kind of drives me to the TCU's because both of them  
5 have the special needs program. The District 75's  
6 are located in the TCU's outside of those schools, so  
7 I know it's going to be a tight fix, but we want to  
8 make sure that they have the same access as the rest  
9 of the students do in terms of activity. So we're  
10 going to be doing that. So, I did notice that they  
11 weren't on the list of TCU's to be removed. Is that  
12 because they are District 75 and they're lacking  
13 space?

14 ELIZABETH ROSE: It's because we need to  
15 identify a new location that would either we would be  
16 able to relocate those students to or how we would be  
17 able to move them into the main building of their  
18 schools. So, that is about capacity in those areas  
19 where I think this is among our more overcrowded.

20 COUNCIL MEMBER MILLER: And how  
21 diligently are we looking to identify additional  
22 capacity in particular in the buildings, but if not  
23 necessarily in the building somewhere in the district  
24 as we see schools being collocated quite often--

25 ELIZABETH ROSE: [interposing] Yes.

2 COUNCIL MEMBER MILLER: with new schools  
3 that don't exist from outside of the district from--  
4 and we still have District 75 schools standing alone  
5 in TCU's. I think that's kind of a travesty.

6 ELIZABETH ROSE: So we are very focused  
7 on thinking through different scenarios of how we can  
8 ensure that we move District 75 out of TCU's. It is--  
9 -we agree with you. We don't want to see these  
10 students continue in TCU's in particular, and we're  
11 working very hard to try to come up with how might we  
12 create space but that also enables those students to  
13 have inclusion opportunities with their grade level  
14 peers in a general education program.

15 COUNCIL MEMBER MILLER: So, on some of  
16 your mandated programs such as the lighting  
17 replacement and so forth, is that being done in-  
18 house?

19 LORRAINE GRILLO: Actually, all the  
20 designs have been done in-house, which has been a  
21 terrific benefit for us because they're able to turn  
22 them out very, very quickly. The projects are bid  
23 out to contractors.

24 COUNCIL MEMBER MILLER: On-- not on the  
25 lighting repair. Lighting repair is being done by--

2 LORRAINE GRILLO: [interposing] No, the  
3 design for the lighting fixture replacement is in-  
4 house SCA.

5 COUNCIL MEMBER MILLER: Okay.

6 LORRAINE GRILLO: But the actual  
7 construction--

8 COUNCIL MEMBER MILLER: [interposing]  
9 Work.

10 LORRAINE GRILLO: is being done by  
11 contractors.

12 COUNCIL MEMBER MILLER: Okay, and where it  
13 is done outside of-- when it's being done externally,  
14 are they union shops?

15 LORRAINE GRILLO: Yes, actually because we  
16 have a project labor agreement with the unions, and  
17 so our work is done by union.

18 COUNCIL MEMBER MILLER: Excellent, and  
19 let me finish it. So, I assume that PS 36 and PS 176  
20 are-- well, 36 is up and running, thank God. I'm  
21 sorry, 360--

22 LORRAINE GRILLO: [interposing] Yeah.

23 COUNCIL MEMBER MILLER: and I 176 is due  
24 to open in the fall, and I see nothing, no further  
25 new construction.

2 LORRAINE GRILLO: Not so far.

3 COUNCIL MEMBER MILLER: Okay, great.

4 Thank you so much.

5 CHAIRPERSON DROMM: Council Member  
6 Grodenchik followed by Cumbo and Kallos.

7 COUNCIL MEMBER GRODENCHIK: Thank you,  
8 Mr. Chairman. Good to see both of you. I think I saw  
9 one of you on Friday. Thank you for coming out,  
10 Lorraine, and for being so attentive to the needs of  
11 109, which is in Queens Village, and I really  
12 appreciate your spending several hours there. It was  
13 very, very important to the community and I gave you  
14 'til 10 this morning, but I'll give you 10 o'clock  
15 tomorrow morning to fix everything. And thank you  
16 for your commitment to building-- beginning to build  
17 a science lab this fall. The Chancellor was here  
18 just this morning, and I had asked her as I've spoken  
19 to you before when I went to meet with you about some  
20 of the issues in my district about the Padavan Campus  
21 and the lack of a bathroom, and anecdotally I am  
22 hearing from responsible sources that people are  
23 using facilities that are not designed to be  
24 bathrooms. That's-- I put that eloquently. I hope  
25 that-- I hope you understood what I'm saying.

2 LORRAINE GRILLO: Yes.

3 COUNCIL MEMBER GRODENCHIK: Because it's  
4 a long walk. It's a 15-minute round trip to the  
5 closest three schools there. The high school is  
6 open, but you know, it's a 15-minute walk for young  
7 people. It's a lot older for somebody in a walker, a  
8 lot longer for somebody in a walker. So, the  
9 Chancellor said they would look at it immediately,  
10 and I'm just reiterating that message, and I just  
11 want to say that we are also working as we develop  
12 those 52 acres at Creedmoor to identify a site for a  
13 school to relieve the overcrowding at PS 18. And Mr.  
14 Chairman, I only have nice things to say about these  
15 two ladies, so I'm going to relinquish the rest of my  
16 time. I know that there-- I know they're working  
17 hard. I've been with them. I know they're working  
18 hard to take care of the issues in my district. So,  
19 thank you very much for being here today.

20 CHAIRPERSON DROMM: Here, here, and they  
21 are good women. Thank you. Council Member Cumbo and  
22 Kallos.

23 COUNCIL MEMBER CUMBO: Thank you, Chair  
24 Dromm. Just have a few district-related questions.  
25 As you may know or have heard the discussion in

2 conversation around the PS 307 and the PS 8 rezoning,  
3 and there was a lot of discussion around what exactly  
4 that was going to mean, particularly for PS 307. We  
5 understood that there were going to be some capital  
6 upgrades and improvements to that school and that a  
7 lot of resources were going to be put forward to  
8 bring it to being a state of the art school as that  
9 particular school district is in need of, and the  
10 other question that I wanted to ask was also about  
11 Boys and Girls High school, and wanting to know--  
12 there have been a lot of conversations about  
13 expansion, about additional schools potentially  
14 moving in and a lot of that is in limbo, but at any  
15 rate, Boys and Girls High School is certainly in need  
16 of capital improvements and bringing it up to the  
17 speed of a state of the art school as well.

18 ELIZABETH ROSE: So, let me address the  
19 second one first. Boys and Girls High School, we have  
20 posted a proposal and we have worked, I think, very  
21 closely with the members of the Boys and Girls  
22 community, with the members of the Medgar Evers  
23 community with the elected officials. The proposal  
24 is to relocate the Medgar Evers School to the Boys  
25 and Girls campus, and originally we were proposing to

2 do that in two phases with part of the school moving  
3 this September and part of the school moving the  
4 following year. We heard a lot of feedback from the  
5 community that they wanted the school to move at the  
6 same time altogether rather than in two parts, and so  
7 we have revised the proposal so that it would move in  
8 2017, and a big part of why it would need to be in  
9 2017 rather than this September is because we do need  
10 to spend time working on some upgrades to that  
11 building to ensure that it has the same level and  
12 caliber and quantity of science lab facilities as the  
13 students that Medgar Evers currently have in their  
14 current building as well as additional work there.  
15 So, I know we have a fairly comprehensive program of  
16 upgrades for that building that are in the works.

17 COUNCIL MEMBER CUMBO: Whether that  
18 transition takes place or not, the concern has been  
19 would those upgrades and those science labs and all  
20 of those resources come to Medgar Evers whether that  
21 merger takes place or does not take place.

22 ELIZABETH ROSE: So, we have not proposed  
23 a merger. What we've proposed--

24 COUNCIL MEMBER CUMBO: [interposing]  
25 Relocation.

2 ELIZABETH ROSE: is for Medgar Evers to  
3 relocate, and so what we want to ensure is that all  
4 of the schools in the Boys and Girls campus all have  
5 access to the same quality of resources in the  
6 building. So, I believe that that proposal will be  
7 addressed at our June 20<sup>th</sup> panel meeting. Is June  
8 20<sup>th</sup> the correct date? Somewhere around there.

9 COUNCIL MEMBER CUMBO: Okay.

10 ELIZABETH ROSE: On the PS 307 and PS 8  
11 rezoning, thank you very much for working with us  
12 because I know that you were among the group that  
13 worked very closely with the Department of Education  
14 and the community as we listened to all of the  
15 feedback and took the extra time for the greater  
16 engagement that led to the successful rezoning, and  
17 so we thank you for that. And I know that we are-- I  
18 don't know what the specific plans are for 307, but I  
19 know we are actively engaged with the principal at  
20 307 to understand what the needs are as building  
21 accommodates additional elementary school students.

22 COUNCIL MEMBER CUMBO: Okay.

23 ELIZABETH ROSE: We're excited to see  
24 that community grow.

2 COUNCIL MEMBER CUMBO: I want to just  
3 reiterate how important it is to me to make sure that  
4 particularly those schools, Medgar Evers-- excuse me,  
5 that Boys and Girls High School, whether the  
6 relocation takes place or does not take place, that  
7 those upgrades are provided for those students and  
8 we're not just waiting for an additional school to  
9 relocate there. And the other one with PS 307, that  
10 community is understanding that there are going to be  
11 some capital improvements in terms of making it a  
12 state of the art institution. Wanted to go into  
13 minority and women-owned business enterprises.  
14 You're doing some incredibly work in terms of the  
15 internship program, the Minority Women Local Business  
16 Enterprise, the Opportunity Academy. Wanted to know  
17 what more can SCA do to ensure other agencies follow  
18 your lead in regards to MWLBE, and what more can SCA  
19 do to ensure that MWBE's receive every opportunity in  
20 procuring city contracts?

21 LORRAINE GRILLO: That's a tall order, but  
22 I do appreciate your kind words. This is a very  
23 important part of our program. We're very excited  
24 about it. We are working very, very closely with the  
25 other city agencies to do our best to provide them

2 information and some of the systems that we use,  
3 tracking systems and alike. I don't know how much  
4 influence we will have on their getting more city  
5 contracts, but I can tell you we will give them any  
6 information that they need in order to make their  
7 programs work better. I really can't say more than  
8 that other to say that any agency, and we've had many  
9 come in and, you know, go over our systems and meet  
10 with our folks and try to model as best as possible  
11 our system.

12 COUNCIL MEMBER CUMBO: Because here it  
13 says that you awarded nearly 66 million through 144  
14 contracts to MWLBE firms. So, with that, if you  
15 awarded 144 contracts, how many total contracts did  
16 you awarded?

17 LORRAINE GRILLO: Alright, that 66  
18 million is for our mentor program.

19 COUNCIL MEMBER CUMBO: Uh-hm.

20 LORRAINE GRILLO: Which is a separate ent-  
21 - a separate program from our general MWBE. Mentor  
22 programs are emerging contractors, small businesses,  
23 MWBE's that are certified as such, and they work with  
24 us in almost a training program where we have  
25 actually construction management firms working with

2 them on their actual construction piece as well as  
3 our own internal staff training them on back office  
4 information and things like that. So, they go  
5 through that process as mentor firms for a number of  
6 years until they bill a certain amount of dollars  
7 and/or they're in the program for four years, and  
8 then they graduate to the Graduate Mentor Program.  
9 While they're in this training, they are bidding on  
10 work. So that's the 66 million. Overall, on our MWBE  
11 program, we last year I think went close to 600  
12 million dollars--

13 COUNCIL MEMBER CUMBO: [interposing] Okay.

14 LORRAINE GRILLO: in contracts.

15 COUNCIL MEMBER CUMBO: So out of that 600  
16 million, 66 million went to MWBE firms.

17 LORRAINE GRILLO: To the small-- no. six  
18 hundred million went to MWBE firms. Sixty-six  
19 million went to our mentor--

20 COUNCIL MEMBER CUMBO: [interposing] I  
21 see.

22 LORRAINE GRILLO: Yes.

23 COUNCIL MEMBER CUMBO: Okay.

24 LORRAINE GRILLO: Yes.

2 COUNCIL MEMBER CUMBO: Thank you very  
3 much.

4 CHAIRPERSON DROMM: Okay. Council Member  
5 Kallos?

6 COUNCIL MEMBER KALLOS: Thank you. Thank  
7 you for being here. Thank you for your partnership  
8 with participatory budgeting, and I think we're in  
9 line for three or four green roofs in my district  
10 which folks have been working on, and just it's been  
11 a pleasure to work with you and the team. There's a  
12 larger issue that I'm not sure is SCA's issue. It is  
13 a larger city issue with the mayor and everyone  
14 involved, but for I guess now this is my third year  
15 asking about school seats. The Department of  
16 Education has identified needs for 82,811 new seats  
17 citywide. However, only 44,348 new seats are funded,  
18 and this is particularly concerning giving the fact  
19 that the Real Deal's Annual Fact Book with condo  
20 development by neighborhood lists 12,725 new units on  
21 the market or in the pipeline covering District Two,  
22 but only identified a need of 3,232 seats. WNYC  
23 reported in 2014 that the Upper East Side, Carnegie  
24 Hill, Yorkville, Atlantic Sail [sic], and Roosevelt  
25 Island that I represent had 2,767 four-year-olds and

2 only 151 UPK seats. Grateful that we were at 425 at  
3 the beginning of the year, we were able to add  
4 another 90 seats bringing up to 515. After not  
5 getting an answer on how many parents applied, I just  
6 found out at the previous hearing that we had 2,500  
7 applicants for UPK seats on the Upper East Side with  
8 roughly 2,000 of them referred out of the  
9 neighborhood where children are being offered  
10 locations here by City Hall and the Financial  
11 District which means they could take a one-hour  
12 commute with me each morning, which is not ideal for  
13 a four-year-old. What can we do to get seats built  
14 on the Upper East Side, in Council District Two--  
15 sorry, Council District Five in CEC2 that we need?

16 ELIZABETH ROSE: So, on the-- let's  
17 separate out UPK, because I think UPK-- we work very  
18 closely with deputy Chancellor Wallack on trying to  
19 identify where we need additional seats, and I know  
20 that we have agreed that we will come and look at  
21 some sites with you if we can find some places to  
22 look for potential seats for District Two. In terms  
23 of the Upper East Side for other seats, K to five and  
24 middle school, the Upper East Side we currently do  
25 not show a projected need in the capital plan. We

2 recently opened off the top of my head, three new  
3 elementary schools on the Upper East Side and  
4 expanded the capacity at a fourth at PS 59, and we  
5 have largely addressed if not completely addressed  
6 the wait list and issues that existed just a few  
7 years ago.

8 COUNCIL MEMBER KALLOS: When were the new  
9 schools--

10 ELIZABETH ROSE: [interposing] But we do  
11 continuously re-look at our enrollment projections  
12 every single year.

13 COUNCIL MEMBER KALLOS: When were the new  
14 schools opened in Council Dis Five, because I have  
15 not--

16 ELIZABETH ROSE: [interposing] So, PS 260-  
17 -

18 COUNCIL MEMBER KALLOS: gotten invited to  
19 any school openings recently.

20 ELIZABETH ROSE: PS 267, PS 151, PS 527  
21 were all opened within the past seven or eight years.

22 COUNCIL MEMBER KALLOS: So, there's an  
23 empty lot at First Avenue and 78<sup>th</sup>. We would love to  
24 put it there, but just given need for four-year-olds,  
25 and I'm hoping for universal childcare. I'm hoping we

2 can take care of everyone zero to three, and UPK,  
3 there is federal funding for three-year-olds which  
4 means we don't need 80 or 100,000 seats, we actually  
5 need 200,000 seats, but just looking at it I have 18  
6 public schools in my district, at least 10 or 11  
7 elementary schools, and if we were going to each  
8 elementary school have a UPK-- we use the elementary  
9 schools to address the existing need. We would need  
10 about 200 seats per elementary school, and  
11 considering that my largest elementary school has 775  
12 kids and most have on average around 200, 300 with  
13 the new small schools model, I think I need more  
14 schools if only for this UPK issue, because it might  
15 be okay to just build a huge 2,000 seat UPK center on  
16 78<sup>th</sup> and First where there's an empty lot, or we  
17 could build more schools, split the district up even  
18 more because this is the densest census tracks in the  
19 country, and make sure that we have the school seats  
20 we need so that we can spread the kids out because  
21 with 10 or 11 elementary schools, the math is pretty  
22 simple, and I don't think they have room for 10--  
23 more than 10, 18-kid per classroom classes. It's  
24 just we don't have the space. So, obviously I think  
25 there is need. Would you agree with that?

2 ELIZABETH ROSE: We will continue to work  
3 with Deputy Chancellor Wallack and with you on  
4 assessing what we do need to do.

5 COUNCIL MEMBER KALLOS: Thank you, and  
6 sorry to have to come and keep asking for it, but I  
7 keep hearing from parents every day. I just got  
8 emailed again. You can-- anyone watching at home, if  
9 you're on the Upper East Side you can email  
10 upk@benkallos.com, and we will continue working with  
11 you to find a seat. Thank you for all the great work  
12 that you do for the schools that I have, and just I  
13 want to get more kids into our public school system.

14 CHAIRPERSON DROMM: So, thank you very  
15 much, Council Member Kallos. Can you put UPK's in a  
16 building above a second floor? Is there a regulation  
17 on that?

18 LORRAINE GRILLO: There's no regulation.  
19 We do in some cases have them on the third floor,  
20 first, second and third floor. That's--

21 CHAIRPERSON DROMM: [interposing] The  
22 highest would be the third?

23 LORRAINE GRILLO: That's it.

24 CHAIRPERSON DROMM: And that's because of  
25 fire--

2 LORRAINE GRILLO: [interposing] Yeah.

3 CHAIRPERSON DROMM: concerns?

4 LORRAINE GRILLO: Yes.

5 CHAIRPERSON DROMM: So you have to get  
6 them down those steps, the little ones down those  
7 steps.

8 LORRAINE GRILLO: Those little legs are  
9 hard to get down those stairs, yes.

10 CHAIRPERSON DROMM: Okay, good. I just  
11 wanted to make sure that I was close on that.  
12 Alright, we have two more questions basically. One  
13 is on the Facility Replacement Program. It allocates  
14 62 million in the 17 budget. Last year it was at 288  
15 million, and back in 2008 it was 1.3 billion. Why  
16 that drop in this?

17 LORRAINE GRILLO: Sure. Well, a number of  
18 things. First of all, as I said in the beginning of  
19 this capital plan there were 70 leases that were  
20 coming due during the capital plan, and a great  
21 number of those have been renegotiated, extended.  
22 So, that eliminates the need to find replacement  
23 sites. In addition we've spoken to the Office of  
24 Management and Budget. Right now we're looking at 62  
25 million, but they have assured us that if a need

2 arises that they understand that funding would be  
3 necessary, but for the time being this is all we're  
4 really seeing right now. So, I think we're covered.

5 CHAIRPERSON DROMM: And that's only to  
6 relocate those who may have lost a lease, or is it  
7 for new leases?

8 LORRAINE GRILLO: It-- no, that's just  
9 for relocating existing leases if necessary, yeah.

10 CHAIRPERSON DROMM: Alright, and then  
11 finally regarding it, I know Council Member had a  
12 question on the list that was submitted by the CEC's  
13 and by the Council Members. Is it possible that we  
14 can get a list, to see those list as well?

15 LORRAINE GRILLO: Yes, I think we can  
16 provide that.

17 CHAIRPERSON DROMM: Okay.

18 LORRAINE GRILLO: They are extensive, I  
19 will say that.

20 CHAIRPERSON DROMM: They're extensive.  
21 We're wondering if there's cross-over actually  
22 between what the Council Members are submitting and  
23 what the districts are submitting. Like I do go to  
24 the superintendent and ask him what are your  
25 priorities and what are the CEC priorities so that we

2 don't duplicate them and hopefully rise them on the  
3 list--

4 LORRAINE GRILLO: [interposing] Right.

5 CHAIRPERSON DROMM: in terms of the number  
6 of importance, and that's kind of what we're  
7 interested in looking at.

8 LORRAINE GRILLO: Yes, in some cases there  
9 is duplication.

10 CHAIRPERSON DROMM: Okay. Alright, thank  
11 you. Chair-- oh, I'm sorry, Council Member Rose.

12 COUNCIL MEMBER ROSE: That's okay. Thank  
13 you so much, Chair, and good afternoon. I want to  
14 start by thanking you for the Curtis High School  
15 annex, much needed and much appreciated, and I  
16 understand we will be having a conversation offline  
17 about a proposed harbor school. Okay. And so, my  
18 concern is about the Mayor's goal for 60,000 market-  
19 rate units and 200,000 affordable housing units in 15  
20 districts that are going to be downzoned-- upzoned.  
21 And so, with that, have you anticipated an increase  
22 in the need for school seats, and if so, what is the  
23 plan? Are these seats included in the Five-Year  
24 Plan?

2 LORRAINE GRILLO: I think that we've been  
3 working on all of these rezonings. We've been  
4 working very closely with City Planning and we're  
5 looking at the timing of each and every one of these.  
6 I don't think the rezoning for the Northshore of  
7 Staten Island is-- will fall, will bring the housing  
8 within this capital plan. It may very well come in  
9 the next capital plan where we would if necessary  
10 include a new school. Again, you and I have met with  
11 the Staten Island Borough President when we talked  
12 about a particular development area that may become  
13 available and we would join very closely with that  
14 developer if there was an impact and a need for new  
15 schools. So, I think it's-- I think at this point  
16 it's not, not that it's unnecessary, it's just a  
17 little too soon.

18 COUNCIL MEMBER ROSE: So, in the Five  
19 Year Plan, say there's 1,100 school seats for my  
20 district, is that before the zoning or inclusive of  
21 the zoning?

22 LORRAINE GRILLO: NO, that's before the  
23 zoning.

24 COUNCIL MEMBER ROSE: That's before the  
25 zoning, okay. And then I just have an unrelated

2 question about lead in the water in the schools. We  
3 found, you know, lead in some of the schools. Are  
4 there funds in the budget to remediate this  
5 situation? Are we going to have to replace piping,  
6 you know, extensively? Are we prepared to deal with  
7 that?

8 ELIZABETH ROSE: So, where we have-- we  
9 have actually just completed complete testing of all  
10 buildings in the Department of Education citywide,  
11 and we have made results of testing's from prior  
12 years as well as the most recent testing available  
13 for online for families, for schools so that they can  
14 see the status of their buildings, and we are very  
15 grateful. We've been recognized by several  
16 authorities as really being out in the lead and a  
17 model on this issue for the country. On Staten  
18 Island we, as part of this retesting, we did identify  
19 a group of buildings where they had at least one  
20 positive test result. In those cases, we removed the  
21 fixture itself as well as the piping to the wall, and  
22 replaced them, and these schools we are retesting  
23 that we can be certain that the work that we have  
24 done is effective. In most of the tests, in fact  
25 inclusive of the ones in your district, the positive

2 results only came on what's known as the first draw.

3 So, water that has been deliberately left stagnant

4 for at least eight hours in pipes and where lead

5 comes from-- it could be from-- in other locations it

6 could be from the water supply itself. That is not

7 the case in New York. Our water is among the cleanest

8 in the world. Where it could come from, water that

9 is sitting and can therefore gather. Metals can

10 leech in when it is sitting stagnant for long periods

11 of time. In almost all these cases where we had a

12 positive test on the first draw, we had a negative

13 test on the second draw, which is taken 30 seconds

14 later, and that reflects the more normal usage of our

15 school buildings where, you know, kids would be

16 turning on the fountains over the course of the day

17 or using water fountains. So, we know--

18 COUNCIL MEMBER ROSE: [interposing] And

19 what period of time--

20 ELIZABETH ROSE: that with this-- with the

21 protocols--

22 COUNCIL MEMBER ROSENTHAL: [interposing]

23 Over what period of time is that water standing? Is

24 that overnight? Is that, you know, the weekend?

2 ELIZABETH ROSE: For the test it is a  
3 minimum of eight hours over night. In buildings where  
4 we have had a positive result we have a flushing  
5 protocol where on Monday mornings the custodial staff  
6 will come and flush the water through so that there  
7 won't be stagnant water waiting for children, and we  
8 know that from our test that the second draw tests  
9 were negative, that this flushing protocol is  
10 effective.

11 COUNCIL MEMBER ROSE: Okay, and this is  
12 to be followed. It's sort of mandated in these  
13 schools every day and every morning?

14 ELIZABETH ROSE: So, the flushing  
15 protocol happens on Mondays, every Monday for schools  
16 that have ever had a positive-- that have had a  
17 positive result on their most recent test. The  
18 flushing protocol happens every Monday, and then  
19 during the course of the week the pipes are used  
20 often enough that the water is fresh.

21 COUNCIL MEMBER ROSE: Thank you.

22 CHAIRPERSON FERRERAS-COPELAND: Thank you  
23 very much. Thank you for coming to testify to  
24 today's hearing. I want to remind members that we're  
25 doing a member briefing in the members' lounge today.

2 This concludes our hearing for today. The Finance  
3 Committee will resume Executive Budget hearings for  
4 Fiscal 2017-- give me a second guys, let me get this  
5 out-- May 17<sup>th</sup> at 10:00 a.m. in this room. Tomorrow  
6 the Finance Committee will hear from the Department  
7 of Youth and Community Development, the Department of  
8 Transportation and the Metropolitan Transit  
9 Authority, and the Taxi Limousine Commission. As a  
10 reminder, the public will be invited to testify on  
11 Tuesday, May 24<sup>th</sup>, the last day of budget hearings at  
12 approximately 3:00 p.m. in this room. For any member  
13 of the public who wishes to testify but cannot make  
14 it to the hearings, you can email your testimony to  
15 the Council's Finance Division at  
16 financetestimony@council.nyc.gov, and the staff will  
17 make it a part of the official record. Thank you.  
18 This hearing is now adjourned.

19 [gavel]

20

21

22

23

24

25

1 COMMITTEE ON FINANCE JOINTLY WITH COMMITTEE ON EDUCATION 273

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

1 COMMITTEE ON FINANCE JOINTLY WITH COMMITTEE ON EDUCATION 274

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

C E R T I F I C A T E

World Wide Dictation certifies that the foregoing transcript is a true and accurate record of the proceedings. We further certify that there is no relation to any of the parties to this action by blood or marriage, and that there is interest in the outcome of this matter.



Date June 12, 2016