



**Department of
Education**

Joel I. Klein
Chancellor

52 Chambers Street
New York, NY 10007

Testimony of Deputy Chancellor Kathleen Grimm
Finance and Administration

City Council Committee on Education
FY2010 – 2014 Capital Plan

December 2, 2008

Good afternoon Chair Jackson and members of the Education Committee. My name is Kathleen Grimm, Deputy Chancellor for Finance and Administration in the New York City Department of Education. I am joined by Sharon Greenberger, President of the School Construction Authority and Jamie Smarr, President of the Education Construction Fund. We are pleased to be here today to discuss the FY2010 – 2014 Five Year Capital Plan for our schools.

Before we get into the details of this new Five Year Plan, I'd like to take this opportunity to review with you our capital accomplishments in this administration.

First, we brought all divisions that had any responsibility for capital planning and facilities management under one roof. You may recall that the School Construction Authority (SCA) and the Division of School Facilities (DSF) were separate entities with overlapping duties, little coordination and no accountability. Both the SCA and DSF now report to me, and we have established clear lines of responsibility for each. Now, the management of the Department of Education's Capital Program has been consolidated under one agency, the SCA. By making the SCA completely accountable for the Capital Program, we have been able to improve management of the construction process, reduce school construction costs by simplifying design standards, and increase competition among contractors.

Second, we revived the Educational Construction Fund (ECF). The mission of ECF is to build safe, secure learning environments, and to encourage

comprehensive neighborhood development by constructing mixed-use real estate projects which feature new school facilities. The Fund increases the capacity of the Department of Education to construct new school facilities, thereby increasing the number of seats for the entire school system. ECF, as a financing and development vehicle of the New York City Department of Education, provides funds for combined occupancy structures including school facilities in New York City. The Fund builds combined-occupancy structures on City-owned land conveyed to the Fund by the City of New York. The school facility portion of the mixed-use project is financed via the issue of tax exempt bonds with a term of up to forty years. ECF uses ground rents, lease payments and/or tax equivalency payments from the non-school portion of projects to finance construction of its school facilities. Future revenues from the non-school portion(s) of the development are used to pay the debt service of the school facility. One such example of an ECF project that is underway is on 91st Street and 1st Avenue in Manhattan, which will be residential with school facilities on the lower floors.

Third, and most notably, we released an ambitious \$13.1 billion Plan (FY2005 – 2009) in November 2003. This is the largest plan in the Department's history, which also is for the first time based entirely on need and is aligned with our Children First reforms. While there aren't enough dollars to meet all of our school construction goals, we have made great strides in addressing capacity constraints of the school system and improving our facilities to support the instructional needs of our students. In the current plan we have invested in our

existing assets by doing thousands of improvement projects in our schools across the City. These kinds of projects include building repairs such as roofing,, system replacements such as electrical and HVAC systems, and other important initiatives like playground enhancements.

The current plan also calls for the construction of 63,000 new seats and 3,000 replacement seats to address overcrowding. We are well on our way to achieving this aim: over 55,000 of these seats are either in progress or have been completed. Because it takes several years to identify sites, design facilities and then build, we are just now starting to see the fruits of our work. We opened 18 new school buildings this fall alone, and we will see 34,000 seats come on-line over the course of the next three years that have been funded with dollars from our current, FY2005-2009 capital plan.

Some of the highlights of this plan are a new facility for Gregorio Luperon High School in Washington Heights; the Elmhurst Educational Complex to help alleviate the burden on Newtown High School in Queens; a beautiful new facility on Staten Island located at Marsh Avenue and Essex Drive that houses three schools and a District 75 program; and a new home for El Puente Academy in Brooklyn – all of which opened this past September. We are also looking forward to opening the doors at the long-awaited Metropolitan Avenue campus in Queens and the Mott Haven campus in the Bronx, as well as the urgently-needed seats in Battery Park City and at Beekman Place in District 2, Manhattan in the next few

years. Another highlight I want to note is that all schools which began design in January 2007 and after will be green-designed schools. We appreciate the City Council's initiative on this and thank you for working with us on the development of green design standards for schools.

To avoid the pitfalls of previous plans, which often ran over budget and behind schedule, we instituted an annual amendment process. Reviewing the plan regularly has allowed us to catch emerging needs quickly, so we can make changes as necessary. As part of our annual amendment process, we do three things:

- 1) **Survey our buildings** every year to assess the direst needs. This is known as our Building Condition Assessment Surveys (BCAS), where we send architects and engineers to each of our 1200+ school buildings to walk through with school principals so we have the most current information about the state of our buildings.
- 2) **Update our enrollment projections** every year. We pull together information from our demographers, who make enrollment projections five and ten years out. We then overlay information we obtain from the Department of City Planning, the Department of Health, and the U.S. Census, which give us data on housing starts, rezoning efforts, birth rates, immigration rates and migration rates. This helps us to stay on top of shifts in student enrollment, so that we can make adjustments based on

where there may be an increase in student population in one part of the city or a decline in another part.

- 3) **Undertake a public review process** with the Community Education Councils (CECs), the City Council and other elected officials, and community groups. Every year, we send out a form to every CEC asking them if they want to conduct a public meeting or hearing on the Plan, and we make a presentation to each one that requests us. We brief the City Council by borough delegation every year, and attend other meetings as requested by elected officials. We also meet with community groups by request.

Each of these steps has made the Plan far better to manage, and has made the Plan more transparent than it has ever been. We will continue this annual process and seek ways to improve it.

I am proud of all that we have accomplished so far, and there is still much to do.

In early November, we released the proposed FY2010-2014 capital plan. This proposed plan is \$11.3 billion, with two major components:

- 1) \$5.2 billion for capacity. This includes the construction of 25,000 new seats, funding for replacement facilities whose leases are expiring, and charter partnership projects.

- 2) \$6.1 billion for capital investment. This includes our Capital Improvement Program (CIPs), funding for our Children First Initiatives such as campus restructurings, physical fitness projects and science labs, and mandated programs like remediation and building code compliance.

Sharon will walk you through the details of the plan; before she does, I just want to underscore a couple of points.

This plan does acknowledge our current economic realities, and as such our capital budget and its spending power are reduced from previous years. We incorporate past inflation rates as well as anticipated increased costs in the construction sector in developing the plan. Furthermore, in May the Mayor announced that the City was stretching four years of its capital program commitments over five years due to the uncertain economic outlook for the City. Even with reduced resources, this plan proposes the creation of 25,000 new seats. These seats, coupled with more efficient use of existing space, are projected to address the overcrowding identified at a neighborhood level within districts. The current economic situation forces us to be more strategic with our resources and more efficient with our existing space, and will require us to work together to make tough decisions in the best interests of our children.

This plan also assumes the same financing strategy, with half funded by the City and the other half funded by New York State. Additional resources are provided

through partnerships, federal grants, private contributions and of course with generous support from the City Council and other elected officials.

We took what we learned from the current plan and incorporated it into the next one. For instance, through our public engagement process, we heard from various communities that planning at the school district level was not sufficient, and that we needed to examine specific neighborhoods for unique needs and pockets of overcrowding. We have folded this into the new FY2010 – 2014 plan and have tailored proposed projects to meet specific community needs. Also in the current plan, we developed a form for CECs to prioritize projects in their respective districts. We found this extremely helpful and as a result have been able to include most of their prioritized projects in the plan via our annual amendment process. Because this has been so useful, we are in the midst of developing a similar form for elected officials, so that we are better able to process your priorities and input.

Thank you, and I will now turn to Sharon who will walk you through the specifics of the FY2010 – 2014 plan, after which we will be happy to answer your questions.

Joseph Mugivan
Advocate for School
Indoor Air Quality
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Testimony to the Education Committee
Of the New York City Council
For Qualified Support of the School Budget Plan
December 2, 2008

Honored Members of the Education Committee:

Recently, a decision by the Bronx Supreme Court, filed by the New York Lawyers for the Public Interest (NYLPI), directs the City to create a plan to monitor indoor air quality for a series of schools that are to be built in Mott Haven in the Bronx on a site containing mercury and lead.

Although this decision is progressive in protecting the health of children and teachers, it may not be adequate enough since it depends upon the ability of parents and teachers to obtain information and testing results in a timely manner from government agencies. In hearings before the Council's Environmental Committee, NYLPI recommended the need for parents to be able to bring in their own independent air quality testing at the expense of the Department of Education.

I am a New York City school teacher, who was recently terminated while awaiting air quality test results in my school, which had been built adjacent to a toxic spill site. I am very familiar with the obstacles to obtaining such information. My rights under the Federal Occupational Safety and Health (OSHA) guidelines were ignored in my request for environmental testing results, particularly regarding vapor intrusion, when I was compelled to leave my classroom due to toxic vapors. Per FOIL request the State Department of Environmental Conservation (DEC) had no record of any environmental impact statement for my school built in 1994.

Recently, Councilwoman, Christine Quinn, requested that the New York City Department of Investigation review my whistleblower claim, Councilman Bill deBlasio has requested that your committee investigate my recent termination (case# 501283). I learned of my termination recently by the Department of Education (DOE) when my State Assemblywoman, Michelle Schimel, inquired of my status through the New York City Comptroller, William Thompson, in her letter of July 8, 2008.

The New York State Labor Department has requested information for my claim of safety and health discrimination under Section 27-a (10) of the New York State Labor Law.

Despite my own tribulations, I am testifying today regarding new school construction being built on toxic sites and the question of liability. I am asking your committee to delay any decisions regarding the approval of this current school construction and renovation budget before you today pending the judicial review in my case that is immediately before the Queens Supreme Court [Index No.1527/05].

Besides holding the city accountable [Index No.24019/04], I am also holding accountable those who design and construct and rehabilitate schools [Index No.1527/05], that happen to be placed on toxic sites, for any resulting liabilities to the children and teachers of the City of New York. I have attached relevant case law supporting my concerns which are currently before the Queens Supreme Court and have yet to be reviewed.

Honored Committee members, I suggest that the school construction budget be approved only for those projects which involve repair and maintenance, pending this current judicial review regarding school construction liability. Should designers and contractors be liable for air quality accidents, they will require the appropriate liability insurance, which will entail regular monitoring and accountability by both the private and public sector.

ADDENDUM

In his closing report of October 15, 2007 regarding Info Tech High School in Long Island City where there was an environmental air quality alarm, NYLPI's independent analysts Lenny Siegel and Peter Strauss indicated:

"We believe that steps should be taken to better inform the community and *involve it in future activities, including long term monitoring [italics mine]* and site-management designed to prevent toxic exposures at and near the school."

I believe that a privatized insurance policy by the builders, along with government oversight, would encourage this new paradigm.

Again, please consider withholding approval of new school construction while the judicial decision is pending.

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Ms. Sara Tucci
Principal
PS 7
80-55 Cornish Avenue
Elmhurst, N.Y. 11375
March 6, 2007

OVERNIGHT

Dear Ms. Tucci,

This is a request per the OSHA/PESH Access to Employee Exposure and Medical Records Standard, 29 CFR 1910.1020. This request is for exposure records including environmental (workplace) physical agents, including personal, area, grab, wipe or other form of sampling as well as related collection and analytical methodologies, calculations and other background data relevant to the interpretation of the results obtained, and reports or other documents addressing or interpreting these results.

This request applies to all environmental reports, both indoor and outdoor, at PS7, located at 80-55 Cornish Avenue, Elmhurst, N.Y., for the period from January 1, 1990 to the present date.

I am requesting all environmental assessment documents at the specified location within the specified time frame, including but not limited to:

Vapor intrusion
Volatile and semi volatile organic compounds
Indoor air quality
Mold
Pesticides
Employee health complaints
Dosh 900 reports of employee work-related illness and injury
Environmental impact statements and site characterizations and assessments, including those pertaining to and preceding the construction process in 1990-1994.

I want to see the information prior to having it copied. Please let me know when it will be available for my inspection.

I request a response in writing to this written request within 15 business days. I look forward to hearing from you shortly.

If this request or any part of it is denied, please inform me in writing of the reasons for the denial and provide the contact information for the person or body to whom an appeal should be addressed.

Sincerely,

Joseph Mugivan

Cc:

Harry Finnan, Custodian, PS7

James Lonergan, Director of School Facilities
New York City Department of Education

Randi Weingarten, President,
Howard Solomon, Grievance Department,
United Federation of Teachers

Wendy Hord, Health and Safety Director,
New York State United Teachers

Jodi Feld, Hydrologist/Environmental Scientist,
NYS Office of the Attorney General
Environmental Protection Bureau

David Newman, New York Committee
For Occupational Safety and Health

Claire Barnett, Executive Director,
Healthy Schools Network

company, a diaper and towel bleaching service, a large printing facility, and a textile dyeing factory. Further, the actual footprint of the school building itself is over a former motor pool and truck depot of the New York City Water Department. In 2003, in fact, a toxic chemical spill was reported, just months before Mugivan became sick.

7. Thus, both *Mugivan I* and *Mugivan II* involve common issues of fact and law -- under CPLR 602, in such an instance, the Court may, upon motion, order the actions consolidated (*id.*) (McKinney's 2007). As the official commentaries state, CPLR 602 serves goals of efficiency and economy, both for the courts and the litigants (*id.*). The procedure also helps avoid inconsistent decisions, citing *Methodist Church v. Nam Un Cho*, 156 A.D.2d 511, 514, 548 N.Y.S.2d 577, 580 (2d Dep't 1989).

8. The test for commonality is a practical one, met where evidence that would be relevant and admissible in one action would also be admissible in the other. *JM Mechanical Corp. v. Washington Federal Savings*, 80 A.D.2d 884, 886, 437 N.Y.S.2d 127, 129 (2d Dep't 1981). A motion to consolidate rests in the sound discretion of the Court. *Mattia v. Food Emporium, Inc.*, 259 A.D.2d 527, 686 N.Y.S.2d 473 (2d Dep't 1999).

9. Based upon the foregoing discussion, consolidation of *Mugivan I* and *Mugivan II* should be ordered based upon commonality of both law and fact in both the actions.

MUGIVAN'S OPPOSITION TO SUMMARY JUDGMENT MOTIONS OF THE ARCHITECTS AND STRUCTURAL ENGINEERS

A. Discovery is in its Nascency

9. As noted above, discovery is at early stages in both the instant action as well as in

Mugivan I. In fact, a preliminary conference has been scheduled on June 25, 2008 for this case. Summary judgment at such an early stage of the proceeding is strongly discouraged because plaintiff has not been afforded the opportunity to gather information in support of his claims. As CPLR 3212(f) provides:

Facts Unavailable to opposing party. Should it appear from affidavits submitted in opposition to the motion that facts essential to justify opposition may exist but cannot than be stated, the court may deny the motion or may order a continuance to permit affidavits to be obtained or disclosure to be had and may make such other order as may be just.

Id. (McKinney's 2007). The Appellate Division has held in cases such as this -- involving exposure to toxic materials inside a school building -- that summary judgment is premature where plaintiff has not been afforded discovery against design professionals and contractors. *Hammond v. Alekna Construction, Inc.*, 269 A.D.2d 773, 703 N.Y.S.2d 332, 335 (4th Dep't 2000).

10. Moreover, it is fundamental that architects and other design professionals may bear tort liability for failure to exercise reasonable care, irrespective of their contractual duties. *Sommer v. Federal Signal Corp.*, 79 N.Y.2d 540, 552 (1992). As the Appellate Division has also stated: "[i]n claims against professionals, 'a legal duty independent of contractual obligations may be imposed by law as an incident to the parties' relationship.'" *17 Vista Fee Associates v. Teachers Ins. & Annuity Ass'n*, 259 A.D.2d 75, 693 N.Y.S.2d 554, 560-61 (1st Dep't 1999) (quoting, *Sommer, supra*).

11. The question of liability upon an architect depends "on whether the architect exercised due care in preparing his plans." *Cubito v. Kreisberg*, 69 A.D.2d 738, 419 N.Y.S.2d 578, 582-83 (2d Dep't 1979). Such liability extends beyond the contracting parties to innocent

injured users (*id.*).

12. The Appellate Division has also expressly held that architectural and engineering firms involved in the construction of school buildings may bear liability to injured employees, particularly where, as here, the claim involves a defective air ventilation system. *Hammond v. Alekna Construction, Inc.* 267 A.D.2d 1027, 701 N.Y.S.2d 203, 204 (4th Dept 1999). The Court in *Hammond* also clearly held that, in such cases, the facts bearing on the design of the ventilation system are normally within the exclusive control of the defendants (*id.*). Where discovery is incomplete as to said defendants, summary judgment is premature.²

13. On its motion, the Architects submit the bare affidavit of Quentin Munier, which raises more questions than it answers. First, Munier identifies P.S. 7 as a "prototype design for school buildings" which would serve as a "model" (paragraph 4). He emphasizes that the Architects did not "identify" or "select" the site (paragraph 5). Did the Architects even know that their prototype was to be set down into the middle of a toxic site? The Architects had a duty to visit and analyze the site where their "model" was to be utilized. Safeguards had to be built into the design, considering all of the environmental negatives affecting the site. As plaintiff has alleged (and shown on this cross-motion), the school was sited in a virtual toxic lagoon, the school's ventilation system was defective and inadequate, its foundation has failed leading to widespread water intrusion throughout the school's ground slab. The Design Professionals bear potential responsibility to injured persons, as to all of these problems.

14. Mugivan does not yet have the discovery he needs to apportion the blame among


² Notably, the HVAC defendants, Ambrosino, Depinto & Schneider, P.C. and Zone-Aire Systems, Inc. have *not* moved for summary judgment.

the Design Defendants for this school's failings -- but the inferences are inescapable: one does not design and construct a school building in a laboratory without taking into account the environmental factors and challenges facing the project. There is no evidence of this motion that the Architects and the other Design Defendants did anything to discharge their duties in this regard.

CONCLUSION

15. For the foregoing reasons, as well as those set forth in the accompanying materials, Mugivan's cross-motion to consolidate should be granted and the defendants' motions for summary judgment denied.

Dated: Douglaston, New York
May 27, 2008



EDWARD G. BAILEY

TESTIMONY

UNITED FEDERATION OF TEACHERS (UFT)
RANDI WEINGARTEN, PRESIDENT

BEFORE THE
NEW YORK CITY COUNCIL
COMMITTEE ON EDUCATION

HEARING ON THE PROPOSED
5-YEAR CAPITAL PLAN FOR SCHOOLS

DECEMBER 2, 2008

Good afternoon Chairman Jackson and members of this distinguished committee. My name is Randi Weingarten, and I am the President of the United Federation of Teachers (UFT). Joining me is Richard Farkas, our Vice President of Junior High and Intermediate Schools. I want to thank you for this opportunity to testify about the city's proposed 5-year capital plan for schools.

Parents and teachers know all too well that overcrowded hallways and classrooms are serious problems in schools all around the five boroughs. Overcrowded conditions and inadequate facilities diminish teacher efficacy and make it difficult for kids to get the education they deserve.

We all know what we're talking about here – these conditions contribute to lower test scores and graduation rates, higher absenteeism, and diminished ability to excel in higher education and compete effectively in the marketplace. We place New York City's children at a severe disadvantage when their classes are too large and their schools are filled past their capacity and lack appropriate spaces for specialized instruction.

The UFT could not be more passionate about addressing these problems.

In September, working in conjunction with parent groups, education advocates and elected officials, we launched what we call "A Better Capital Plan" campaign. In October, our coalition released a report which showed that approximately 167-thousand new school seats are needed to fully eliminate trailers and other temporary spaces, eliminate overcrowding and reduce class size to the goals in the city's CFE-mandated class size reduction plan.

We view this moment in time as the perfect opportunity for a public/private partnership – a real collaborative effort where all parties not only agree on needs and resources, but also support an implementation plan that will produce measurable results and help our kids. In essence, with the right capital plan in place, we can stop talking about what needs to happen for our kids and get it done.

Today we want to talk about our concerns with the significant reduction in planned new seat capacity and how the alignment with the state mandated class size targets is handled in the proposed 5-year capital plan ending in 2014.

But more importantly, we've come to talk about the opportunities before us and recommend a responsible approach that takes into account both the realities of our

struggling economy and our unquestioned commitment to providing children with stability and a quality education during these uncertain times.

Chairman Jackson, we at the UFT understand that renovating and building schools and reducing classroom overcrowding are not easily accomplished, just as we fully recognize there are real economic challenges ahead that loom over all plans going forward.

Advocating for and protecting a child's right to learn, however, is imperative. It is the very reason that now is the time to be bold. We can't retreat from the economic turmoil – we must aggressively face it head on. We also don't want to repeat the mistakes of the 70's fiscal crisis, when we divested from schools and a generation of students paid the price with antiquated textbooks, poor building conditions and the loss of arts and music.

I think this is a perfect "Can Do" moment for this city. This is no time to settle for incremental improvements and insufficient goals. We can't run scared. We need to get working with the building trades on project labor agreements, knowing full well that this stimulus can create jobs in construction and the industries that support it. We need to bring all of the parties to the table, collaborating together right now on the new and upgraded construction plans that are sorely needed.

We therefore ask the Council to view the proposed capital plan in the context of four parallel goals:

- 1) To alleviate existing and pervasive overcrowding that has denied students appropriate learning facilities throughout the city;
- 2) To provide sufficient additional classroom space to accommodate the additional classes that will be created by the reduction of class sizes in accordance with the Contract For Excellence agreement;
- 3) To provide appropriate space for specialized instruction, such as art, physical education, science labs, libraries, etc; and
- 4) To put people back to work in these tough economic times.

ANALYSIS OF THE PROPOSED PLAN

We see a number of areas where the plan makes good efforts. For example, we were pleased to see that some of the numbers in the new plan are based on an upgraded School

Construction Authority (SCA) model that focuses on the needs of neighborhoods, rather than an entire school district. That's an important step. We believe improving that methodology will help mitigate against considerable undercounting of new seats required, particularly when specific neighborhoods experience a residential surge.

That said, we need the plan to not only keep up, but to address capacity in the long-term. Our analysis of the proposed plan tells us that it falls far short of the new seats our schools truly need if we are to hit the state mandated class size targets – just 25,142 additional seats between 2010 and 2014, versus the 63,000 expected to be completed at the end of the 2005 to 2009 plan. Even more concerning, the proposed 25,000 seats includes 8,000 seats that were originally proposed in the 2005-09 capital plan but were not built. As stated previously, our estimate is that more than 167,000 new seats would be needed citywide to do all that needs to be done.

The DOE is expecting space to become available in part because of declining enrollments which began in 2000, which will help in reducing overcrowding and class sizes. The DOE and others must monitor enrollment and utilization rates very carefully, particularly in the chronically overcrowded parts of the city. There are a few districts where there will be enrollment growth on top of existing overcrowding; Districts 2 and 20 in particular have current and future problems. It's also worth noting that enrollments are not forecast to decline in the early grades, and also that some people believe we may see a bump up in public school attendance during these difficult economic times. Plans to build just two new 6-12 schools for the entire city may be shortsighted.

Class size is another concern of ours. The plan declares its class sizes "targets" reflect the CFE targets of 20 students in K-3 and 23 students in 4-12 classes. However, while the plan "supports the achievement of these targets," it notes that the city's financial difficulties make this level of investment "uncertain" so it instead uses capacity targets of 20 students in K-3, 28 per class in middle schools, and 30 students per class in high schools, significantly higher than the four-year targets set by the state.

In addition, leasing sites is a concern. For instance, there is \$1.7 billion proposed for replacement of existing leases that are expiring and where schools must vacate the sites. Approximately 9,000 seats are projected to be replaced with this level of funding. The replacement could be another lease or a new building. Replacements are needed where a landlord wants to either terminate the lease or the expiring lease is in "unsatisfactory condition." There is also probably a third reason why replacements are needed: the cost of renewing leases at very high per square foot rentals. Many of these leases were

entered into in the early 90's when real estate values were much lower; the problem is probably most severe in Manhattan.

The lack of specifics when it comes to eliminating temporary classroom space such as trailers is also noteworthy. The DOE asserts that it will begin removing them as new capacity and declining enrollments make it possible, but the plan does not go into specifics. In the 05-09 plan, the elimination of all "transportables" (2 classroom trailers) and mini-schools older than 20 years was a commitment by 2012. There is no public data that reports on the progress made on this commitment. DOE should report on this and give more specific language on what they hope to accomplish in the next five years in removing these temporary spaces.

Another significant area of concern with the plan as proposed is restoring "lost rooms" for cultural enrichment and physical education. "Cluster rooms" were not adequately planned and overcrowding resulted in students losing their facilities for art, music, gym and science laboratories. Again, we are impairing our students' education and making them less competitive with their peers in suburban school districts and around the country. To fully develop their potential, every student should be exposed to instruction in vitally important subjects such as art, music, drama, foreign language, health, technology and home and career skills.

CLOSING THOUGHTS

We need to be bold, and we also need to be creative and strategic. Let's look beyond rezoning and find different ways to generate more space for classrooms, like building additional floors on to existing buildings. Let's look at expanding health and social services to students and families by using existing community resources and bringing them into our schools.

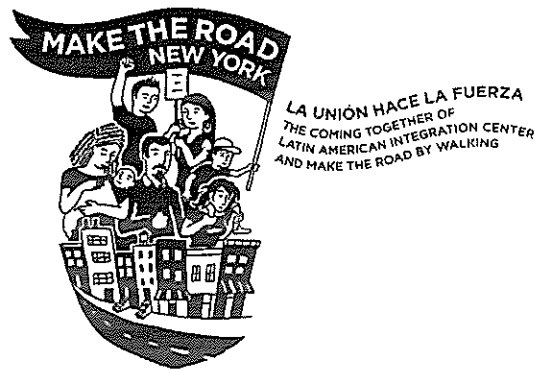
Let us also unite and ask Washington for an economic stimulus program that creates jobs and tackles the need for new schools head on. We need to demonstrate the need and our readiness to use a stimulus package effectively and efficiently to meet that need. In other words, we need a plan that sets clear and challenging priorities and benchmarks and shows the commitment of all the players to work together to get the job done.

The UFT has been front and center pushing hard on these issues. In late October, I testified before the congressional Ways and Means committee and advocated for a federal economic stimulus package with state and local subsidies enabling crucial investment and not divestiture.

The simple fact is that education and the economy are interdependent. When the economy is weak, workers lose their jobs, their homes and their healthcare. Their children -- our students -- feel the effects of these hardships. We stand alongside others who are taking a stand for the critical need to rebuild our infrastructure like Mayor Bloomberg and Governors Rendell and Schwarzenegger, who have championed this for several years.

Let's be bold like New Yorkers are. Let's call for a New Dealesque arm of city government to get this done now. Call it whatever you want – Maybe the “Work & School Progress Administration”. The responsibility of educating the next generation of our city's leaders, workers and parents must drive our planning – our city's economic future is tied to the success of its public schools. Like President-elect Obama says, we need to stimulate our economy by creating jobs for our workers. We are your partners; we are committed to working with Mayor Bloomberg, Chancellor Klein and the City Council as this process moves forward. Thank you.

###



5 Reasons to Build a High School in Bushwick:

- Population Growth

Between 2000 and 2006, the population in Bushwick has increased by 19,513. This is a 19% increase in population from 2000 to 2006 and is very high compared to a 3% population increase in all of NYC and 2.3% in Brooklyn.

- Bushwick is a young community

Bushwick ranked 10th among all community districts school age population, with 42.8% of households with kids under the age of 18.

- There are not enough 9th grade seats

In the last 5 years, there have not been enough 9th grade seats to hold the number of 8th grade students enrolled in our community middle schools.

- This problem will not go away

For the next 9 years, there are more students enrolled in each grade level from Kindergarten to Grade 8 than the number of 9th grade seats available. On average, there are 1,330 students enrolled in each elementary and middle school grade level but only 713 available 9th grade seats.

- Schools are intimately linked with communities.

Public schools serve as centers of learning and become successful through community involvement. It is more likely for the parent and student body to get involved when the school is in their own backyard. Students are more likely to have good attendance, to participate in after school programs and to invest time in strengthening their own community. Parents also become more likely to engage in parent associations, school activities, and keep track of their children. Additionally, the relationships formed inside of the school carry into the community creating strong community ties.

www.maketheroadny.org

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BROOKLYN, NY 11237

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FAX 718 418 9635

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WOODSIDE, NY 11377

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71-24 ROOSEVELT AVENUE
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DEBORAH J. GLICK
Assemblymember 66TH District
New York County

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

CHAIR
Higher Education Committee

COMMITTEES
Environmental Conservation
Rules
Ways & Means

**Testimony by Assemblymember Deborah J. Glick
Regarding DOE's Proposed 5-Year Capital Plan for Schools
Before the New York City Council
December 2, 2008**

As the Assemblymember representing neighborhoods in Lower Manhattan that urgently need new schools to help reduce overcrowding, I testify today to express my serious concerns regarding the Department of Education's (DOE) proposed Capital Plan for 2010-2014.

This new capital plan is entitled "Building on Success," a misleading name given that the plan commits to hardly any new "building", and the last capital plan's "success" is very much in question.

The new capital plan only calls for 17,000 new seats to be built as compared to the 66,000 in the previous plan. As a result, I am concerned that the gross overcrowding that I have witnessed in my Assembly District, and around the city, will not be alleviated. Rather, I predict that it will only grow worse as the economy continues to falter, and fewer families are able to afford the cost of private school. The new capital plan, however, runs counter to this likely trend, instead assuming that general enrollment will decrease in the coming years. Past assumptions made about capacity, have resulted in today's overcrowding leaving little comfort about today's projections in this capital plan.

Challenging times call for bold planning. Unfortunately, this capital plan is not bold and will ensure that the 40% of students who are learning in overcrowded classrooms will continue to be educated in environments that are unsuitable and inappropriate. Under this capital plan, class sizes will remain large, undermining the effectiveness of many students' education.

Even though state law requires that the new capital plan be aligned with the city's class size reduction plan, this law has been ignored. Accordingly, I strongly urge the City Council to reject this capital plan and force the DOE to re-examine its assumptions and priorities. As it stands now, the DOE's "new" plan takes the same old approaches to decreasing class size that have not been effective or efficient. Until the DOE corrects their capacity and utilization formulas, New York City will be severely undermining its efforts to make classrooms into effective and productive learning environments for all students. The City Council should continue to demand that the DOE take class size seriously, for all schools, therefore ensuring that the new plan will not foster the same old results.



NEW YORK CITY DEPARTMENT OF EDUCATION

JOEL I. KLEIN, *Chancellor*

Chancellor's Strategic Response Group
52 Chambers Street, Room 215, New York, NY 10007

October 24, 2007

The Hon. Helen Diane Foster
1377 Jerome Avenue
Bronx, NY 10452

Dear The Hon. Foster:

Thank you for your letter to Chancellor Klein regarding the request for a Highbridge Middle School. The Chancellor has asked that I look into the matter and respond on his behalf.

I have been in touch with Lorraine Grillo of the School Construction Authority (SCA) on the issue. She informed me that the SCA conducts annual demographic and utilization studies to ascertain seat need for all communities. The latest studies prove that there is no seat need for a middle school in the Highbridge community, and that resources would be better allocated elsewhere. The SCA will continue to update the demographic and utilization records every year. If a seat need arises in the Highbridge community, appropriate action will be taken.

Thank you again for writing the Chancellor on this issue, and for your advocacy on behalf of the students of New York City.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Peter Friedman'.

Peter Friedman
Chancellor's Strategic Response Group

JOSÉ M. SERRANO
SENATOR, 28TH DISTRICT

DISTRICT OFFICE
152 EAST 161ST STREET
NEW YORK, NEW YORK 10034
TEL: 212-662-6629
FAX: 212-662-7436

ALBANY OFFICE
600 CORTLANDT OFFICE BUILDING
ALBANY, NEW YORK 12247
TEL: 518-487-2799
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E-MAIL
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NEW YORK
STATE
SENATE
ALBANY, NEW YORK 12247



RANKING MINORITY MEMBER
TOURISM, RECREATION &
SPORTS DEVELOPMENT
COMMITTEES
AGING
EDUCATION
ENVIRONMENTAL CONSERVATION
HIGHER EDUCATION
LOCAL GOVERNMENT
RELIGIOUS

July 21, 2008

United Parents of Highbridge
979 Ogden Avenue
Bronx, NY 10452

To the United Parents of Highbridge:

I write to you in strong support of the continued efforts to establish a Middle School in Highbridge. Children in this community are forced to travel a great distance to attend their assigned middle schools – all of which are located beyond major thoroughfares like the Grand Concourse and Cross Bronx Expressway. It is a commute that requires a minimum of two public buses, or a bus and train ride.

A new Middle School is necessary not simply because Highbridge is a community isolated from other portions of the borough, but also because the dynamics of the Highbridge population very much demand a Middle School. It is the fastest growing part of Community District #4, and with a high percentage of young families.

I am proud to report that Highbridge residents are some of the most active and engaged in my entire Senate District. They have established a broad coalition of community stakeholders. In addition, they have garnered the support of their local, state and federal elected representatives. It is a coalition that does not simply advocate for a cause, but one that actively assumes the responsibilities needed to achieve substantive goals.

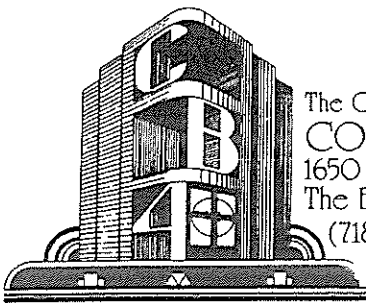
One of these responsibilities is to identify possible sites for the Middle School. Following unsuccessful efforts to secure a three-acre plot of land owned by a major developer in Highbridge, the community has asked the New York City Economic Development Corporation (EDC) to consider the construction of a Middle School on Parking Garage C, adjacent to the existing Yankee Stadium.

I believe that EDC owes it to the parents and residents of Highbridge to give this proposal all due time and consideration. With strong community input and government engagement, we can look forward to expanding our public school infrastructure in a way that benefits the communities most in need of such efforts.

Sincerely,

A handwritten signature in black ink, reading "José M. Serrano".

José M. Serrano



The City of New York
COMMUNITY BOARD 4
1650 Selwyn Avenue Suites 11A & 11B
The Bronx, New York, 10457
(718) 299-0800
FAX (718) 294-7870 EMAIL: bx04@cb.nyc.gov

M& D. LEE EZELL
Board Chair

VACANT
District Manager

31 October 2007

United Parents of Highbridge
979 Ogden Avenue
Bronx, NY 10452

Dear Parents of Highbridge:

At a regular meeting of Community Board Four on 23 October 2007, with a quorum present and acting throughout, the Board voted, unanimously, to support the efforts of Highbridge Parents to campaign for a middle/high school in the Highbridge section of District Four in the Bronx.

We understand and strongly believe that children deserve safe schools in reasonable proximity to where they live. We further understand that in many communities this is a given and parents need not hold meetings, marches and otherwise plead for this necessary convenience. In our case, we must join hands and work to demand that we be heard.

Community Board Four has always supported this request and we are happy to join all those who have taken this stand on behalf of the children of district four.

We especially applaud the work on this issue by the leadership of the parents and Mr. Chauncy Young who has been very stalwart and diligent in the organizing efforts and in educating the community.

If Community Board Four can assist further, in any way, please call on us.

Again, many thanks for your admirable work.

In Service to the Community,


(Ms.) D. Lee Ezell
Board Chair

cc: Mayor Michael R. Bloomberg
Hon. Jose M. Serrano
Hon. Ruth Hassell-Thompson
Hon. Aurelia Greene
Hon. Carmen Arroyo
Hon. Michael Benjamin
Hon. Adolfo Carrion, Jr.
Chancellor Joel I. Klein
Hon. Helen Diane Foster
Hon. Maria Del Carmen Arroyo
Hon. Maria Baez
Mr. Maynard Charles
Mr. Thomas Lucania

MARIA DEL CARMEN ARROYO
COUNCIL MEMBER, 17TH DISTRICT

o DISTRICT OFFICE
384 EAST 149TH STREET, SUITE 300
BRONX, NY 10455
(718) 402-6130
FAX: (718) 402-0539

o CITY HALL OFFICE
250 BROADWAY, SUITE 1768
NEW YORK, NY 10007
(212) 788-7384
FAX: (212) 788-8920

E-MAIL: arroyo@council.nyc.nyas



THE COUNCIL
OF
THE CITY OF NEW YORK

CHAIR - COMMITTEE ON
AGING

COMMITTEES

EDUCATION

HEALTH

JUVENILE JUSTICE

LAND USE

SUB COMMITTEE

LANDMARKS, PUBLIC SITING & MARITIME USES

November 1, 2007

Mr. Chauncy Young
Ms. Ocynthia William
Ms. Earlene Wilkerson
United Parents of Highbridge
979 Ogden Avenue
Bronx, NY 10452

Dear Mr. Young,

I write to express my support to United Parents of Highbridge for their efforts to build a middle school in the Highbridge community.

The lack of a middle school in the Highbridge community has forced children to traverse across the Grand Concourse or the Cross Bronx Expressway, in addition to enduring a very long trip on public transportation to attend middle school. Both the distance traveled and the mode of transportation children are force to take raise serious safety concerns for parents and the community at large. In addition, there has been a significant amount of new housing units built in the community and many more planned. It is therefore fitting that we do everything possible to build a new middle school in the Highbridge community.

I commend your for your leadership around this issue and look forward to working with you to accomplish what seems to be a most prudent and sensible goal.

Sincerely,

A handwritten signature in black ink, appearing to read "M. Arroyo".
Maria del Carmen Arroyo



Borough President Adolfo Carrion, Jr.

November 16, 2007

United Parents of Highbridge
Highbridge Community Life Center
979 Ogden Avenue
Bronx, NY 10452

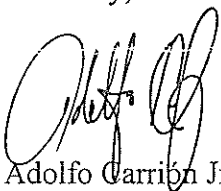
Dear Parents,

I am writing to express my support for your efforts to build a Middle/High School in the neighborhood of Highbridge.

Highbridge is experiencing huge growth, which requires a concomitant expansion of the capacity of the community's educational infrastructure. Currently, there are no middle schools within a reasonable distance for the children of Highbridge. Very young children are forced to travel long distances to reach their assigned middle schools, which are located on the other sides of both the Cross Bronx Expressway and the Grand Concourse. As a parent and elected official, I am deeply concerned about the safety of very young children traveling long distances.

I urge the Department of Education to work with the United Parents of Highbridge to build a middle school within this community.

Sincerely,



Adolfo Carrion Jr.

THE BRONX
AT WORK



AFP

1070 Ogden Avenue, CS - 2
Bronx, N.Y. 10452
Tel.: (718) 992 - 6448
Fax: (718) 992 - 7782
E-mail: alliancepml@verizon.net

Alliance For Progress, Inc.

COMMITMENT TO THE COMMUNITY

Mrs. Antonia Diaz
Chairwoman Emeritus

Mr. Gregory Tougranis
Chairman, I.A.

Mr. Manuel Martinez
Executive Director

DELIVERED VIA FIRST CLASS MAIL & E-MAIL

October 11, 2007

Mr. Chauncy Young
Community Education Organizer
Highbridge Community Life
979 Ogden Avenue
Bronx, NY 10452

Re.: New Highbridge Middle School

Dear Mr. Young:

I am writing to inform you that Alliance For Progress, Inc. (AFP) is dedicated to assisting the less fortunate and working families in climbing the social, economic, and academic ladder whereby individuals are formed to be financial, civic, and moral agents transforming society into a more just and equitable community. Therefore, it is only fitting that AFP promote said cause – to establish a new Highbridge to meet the present population influx and cultural composition of our community - Highbridge.

AFP strongly suggests that a new middle school be establish in which authentic scholarship may be taught especially as it relates to foreign languages (i.e.: English, French, Latin, and Spanish), the arts (i.e.: music and painting classes), hard sciences (i.e.: earth science, intro to bio., and intro to chem.), economics (i.e.: personal finance, banking system, intro to accounting) and the like, all the while having student excel in the establish NYS middle curriculum. It is crucial that this new school contain a few or all of the aforementioned in order to garner AFP's support in this endeavor. Too often our community gets stifled in the intricacies of the hype fomented by municipal agencies or representatives and the core of said objective - a sound and well rounded education, is dumb-down leaving the client (the student) with an ill - conceived notion of personal and academic success.

Thus, AFP will support and promote this cause so long as the new Highbridge middle school consortium fully considers these suggestions for the good of our community – for the present and future generations to come.

Sincerely,

Manuel Martínez
Executive Director

HELEN DIANE FOSTER
COUNCIL MEMBER, 16TH DISTRICT

□ DISTRICT OFFICE
1377 JEROME AVENUE
BRONX, NY 10452
(718) 588-7500
FAX: (718) 588-7790

□ CITY HALL OFFICE
250 BROADWAY, ROOM 1778
NEW YORK, NY 10007
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FAX: (212) 788-7764

foster@cityofnyc.org



THE COUNCIL
OF
THE CITY OF NEW YORK

CHAIR
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GENERAL WELFARE
HEALTH
LOWER MANHATTAN REDEVELOPMENT
PUBLIC SAFETY

October 10, 2007

Ms. Ocynthia William
Ms. Earlene Wilkerson
United Parents of Highbridge
979 Ogden Avenue
Bronx, NY 10452

Dear Ms. William & Ms. Wilkerson:

I am pleased to write this letter of support for your campaign to build a middle school in the Highbridge community. The lack of a middle school in Highbridge is an historic injustice of many decades within the education system. I share your resolve to make a reality of our dream of building a middle school for our Highbridge community.

Highbridge children have to travel across the Grand Concourse or the Cross Bronx Expressway to attend middle school. They have to take two forms of transit for their lengthy trip to and from school. I find it alarming to learn that the majority of our children going to middle school are only between 9 and 11 years old. This is a security concern for parents and children that can only be addressed by the building of a new middle school in Highbridge.

I thank you for the recent efforts of the United Parents of Highbridge, in cooperation with several other Highbridge groups, for your sensible demand for a Highbridge middle school. I also appreciate your efforts to locate sites where a middle school can be built.

Thanking you in advance.

Sincerely,

A handwritten signature in black ink that reads "Helen Diane Foster".

Helen Diane Foster.

JOSÉ E. SERRANO
16TH DISTRICT, NEW YORK

WASHINGTON OFFICE:
2227 RAYBURN HOUSE OFFICE BUILDING
WASHINGTON, DC 20515-3216
(202) 225-4361
FAX: (202) 225-6001

BRONX OFFICE:
788 SOUTHERN BOULEVARD
BRONX, NY 10455
(718) 620-0084
FAX: (718) 620-0658

<http://serrano.house.gov>

Congress of the United States
House of Representatives
Washington, DC 20515-3216

October 16, 2007

COMMITTEE:
APPROPRIATIONS

SUBCOMMITTEES:
CHAIRMAN, FINANCIAL SERVICES AND
GENERAL GOVERNMENT
VICE CHAIR, HOMELAND SECURITY
MEMBER, ENERGY AND WATER

MEMBER, CONGRESSIONAL
HISPANIC CAUCUS

SENIOR WHIP

Mr. Chauncy Young
United Parents of Highbridge
979 Ogden Avenue
Bronx, NY 10452

Dear Mr. Young:

Thank you for inviting me to attend the Forum on Developing a Middle School for the Highbridge Community hosted by the United Parents of Highbridge.

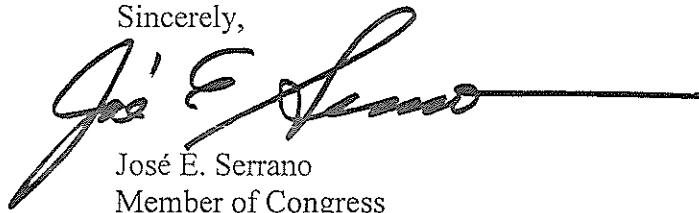
First and foremost, I would like to thank your organization for its dedication and commitment to the improvement of our community. I am thrilled that constituents from my community are so deeply involved in this issue of crucial importance to me.

Due to previous commitments in Washington, I am not able to attend the Forum. That being said, like you, I am very concerned about the lack of access to quality schools available to our children. It is an unfortunate reality that the many problems students in Highbridge face are prevalent throughout New York City.

I support you and United Parents of Highbridge in your important efforts to relieve overcrowding and secure safe and suitable school buildings for our children. I would, however, urge you to ensure that the site you select for the new middle school has adequate open space nearby. I believe that meaningful outdoor spaces, such as parks, ballfields and playgrounds, are essential to the proper development of children.

Once again, thank you for inviting me to the Forum. I look forward to hearing further from United Parents of Highbridge as it continues to work towards constructing a middle school in Highbridge.

Sincerely,



José E. Serrano
Member of Congress

JES:kdd



THE ASSEMBLY
STATE OF NEW YORK
ALBANY

AURELIA GREENE
Assemblywoman 77th District

930 Grand Concourse - Suite 1E
Bronx, New York 10451
(718) 538-2000
FAX (718) 538-3310

Room 646
Legislative Office Building
Albany, New York 12248
(518) 455-5671
FAX (518) 455-5461

SPEAKER PRO TEMPORE

COMMITTEES
Cities
Education
Rules
Social Services
Ways & Means

July 28, 2008

New York City Economic Development Corporation
Attn: Government & Community Relations
110 Williams Street
New York, New York 10038

To Whom It May Concern:

I am writing this letter to support Highbridge United in their efforts to build a community middle school which will house the children of Highbridge. Presently the Highbridge community lacks a middle school to accommodate those children who finish their elementary education. The United Parents of Highbridge have reached out to my office to inform me that they have found two locations for a potential middle/high school within the community. For the past year, the United Parents of Highbridge have worked tirelessly to find a viable place to ensure that the children of Highbridge can continue to learn there.

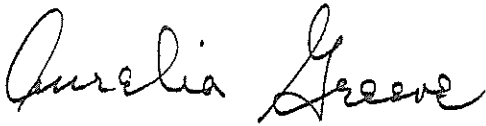
Currently Highbridge children travel vast distances to get to their assigned middle schools and they do so at a remarkably young age. Given that two of the five Highbridge elementary schools (PS 11 & 114) graduate at 4th grade, two at 5th grade (PS 73 & 199) and only one at 6th grade (PS 126) the majority of the Highbridge middle school students are only between 9 and 11 years old. The nearest middle schools are on the other side of the Cross Bronx Expressway or the Grand Concourse. Due to the logistics of the neighborhood and limited ways to access Highbridge as well as travel outside of Highbridge, it requires at minimum the usage of two public buses or a public bus and a train ride to get to any of the possible schools, which really makes for a lengthy commute for Highbridge students.

Over the past few months, a coalition of offices including my own have appealed to developers to allow the United Parents of Highbridge an opportunity to find a suitable piece of land to build a middle school. The Macombs Dam Park section owned by NYC Department of Parks on the south side of 161st Street and Jerome Avenue is an ideal location for the school. The New York City Economic Development Corporation is charged with the development of this area and I would like for your agency to consider including their proposed middle school within this project. It would be wonderful to keep the children of Highbridge within

the Highbridge community until they are old enough to venture outside of the community and do so at a responsible age.

I applaud the efforts of the United Parents of Highbridge, as they have seen the growing needs of the community and continue to advocate for the needs of our youngest constituents. It is my hope that you favorably consider the United Parents of Highbridge request, and should you have any concerns, please feel free to contact my office.

Sincerely,

A handwritten signature in cursive script that reads "Aurelia Greene". The signature is written in black ink and is positioned above the printed name and title.

Aurelia Greene
Member of Assembly
77th Assembly District

Cc: United Parents of Highbridge

Testimony
City Council Hearings on Education Capital Plan
December 2, 2008
Ann Kjellberg
Public School Parent Advocacy Committee

Since the city's capital plan for education represents the intersection of so many vital interests for our city, our children, and our social values, I would like to relinquish prose and, in the interests of time, simply give you a list of what to me, as an informed parent, are the crucial matters at stake.

- First, microcosmically, the present and proposed capital plans create 1,200 freestanding elementary school seats in District 2 and only 194 freestanding middle school seats. As I have told this body before, our middle schools are already seriously overcrowded, but this outlook going forward is a recipe for disaster. I urge the creation of more middle school seats in District 2 and the liberation of our middle schools from the cramped quarters they share with overcrowded elementary schools.

- Now, more macrocosmically. The proposed capital plan falls short by over 120,000 seats of achieving the unachieved goals of the *last* capital plan: (1) bringing all school utilizations below 100 percent; (2) eliminating temporary classroom units; and (3) reducing class size in K-3 to 20 students or fewer. It does not begin to achieve the commitments made to the state in the city's Class Size Reduction Plan as a condition of receiving funds pursuant to the Campaign for Fiscal Equity decision. The calculations for enrollment in new facilities in the plan is based on maximum assumed class sizes, rather than the targets identified in the Class Size Reduction Plan. The Foundling School, for instance, for which parents in Greenwich Village lobbied long and hard to *reduce* overcrowding in our neighborhood, is identified as having a capacity of 563. According to the number of classrooms appearing in plans shown at a hearing of Community Board 5, this figure *assumes* class sizes in this brand new school of up to 30 for fifth graders.

- The proposed capital plan does not plan for growth. All its targets are based on population projections that do not account for enormous increased residential construction in our city. Parents demand a modern, thorough, transparent process for analyzing enrollment trends. The analysis of trends, and indeed the formulation of the capital plan itself, should be based on need, not politics. It should be up to the politicians to figure out how fully our city's known needs can be met.

- There is not a single new high school in Manhattan in spite of rampant overcrowding in high schools and cutthroat competition for kids to find a placement in a suitable school. We have not been shown how DOE/SCA will address lost leases, such as the looming eviction of Baruch, in the term of the plan. Where are the three proposed high schools for Pier 40? And how do these plans relate to high school leases lost elsewhere in the city?

- In spite of the mayor's claims, this administration has actually spent less on school construction than prior administrations, and the current budget proposes to spend less on schools as an overall percentage of capital spending than at any time in the city's history. The city's overall capital

commitments are rising by 75 percent, while the commitment to school construction is falling. This at a time when the state offers historic supports to New York City education, including a 50 percent reimbursement for school construction.

- It is now widely recognized to be an auspicious time for investing in infrastructure. There is indeed the hope that the federal government will recognize New York City school construction as a national priority. It is short-sighted to cry poor in such a moment, when we are creating our job base for the future and also sustaining the middle class growth in the city that has nourished our tax base and stabilized our urban environment.

Opponents of an enhanced capital plan for education would have you believe that it is a luxury we cannot afford in these times. Nothing could be further from the truth. Capital spending on our schools makes economic sense both as a short-term stimulus and a long-term investment in our city's health.

WHAT ARE THE NEEDS FOR THE HIGHBRIDGE COMMUNITY MIDDLE SCHOOL

Respected Members of City Council,

My name is Chauncy Young, and I am a representative of the United Parents of Highbridge and Highbridge United, a coalition of over forty community organizations, community leaders and elected officials working to have a Middle School in the Highbridge Neighborhood of the Bronx.

First, on behalf of the Highbridge Community, we would like to thank Council Members Helen Diane Foster and Maria Carmen Del Arroyo, and Education Chair Robert Jackson for their continuing support of the Highbridge Neighborhood and our campaign for the Highbridge Middle School, and certainly without the help of City Council we would not have a middle school for Highbridge in the Capital Plan. Including the school, City Council, the Department of Education, and the School Construction Authority clearly heard the neighborhood's concern and demands of nearly forty years for a middle school and acknowledged that "because of geographic constraints, the Highbridge area does not have appropriate access to middle school facilities" from **Proposed 2010 -2014 Capital Plan**.

Unfortunately, while the community is celebrating that a school is proposed to be built in the upcoming capital plan, the size of the proposed school, 389 Seats, does not meet community needs, thus the community is asking that more seats be included in the school, as the current proposed school does not meet the needs of even one of the five schools which serve the Highbridge Community. Highbridge United had asked for a school of 1000 to 1200 seats, which itself still would not address the entire communities needs (which would be a school of over 2000 seats).

At 389 Seats, if the school is to be 4 grades – 5th, 6th, 7th & 8th Grades then each grade level would have about 97 spaces for Highbridge Students – however when looking at how many students need those slots we will see that a school this small will not even address the needs of a single school in Highbridge let alone 5 elementary schools. Even if we were to build the school too meet the needs of the youngest Highbridge Students, those graduating from 4th grade only 2 of the schools, then we would need a school with 260 students in each grade level or 1040 seats. The community realizes that there are limits for due to current budget constraints and space constraints in a rapidly changing neighborhood, but this is why we are asking for a meeting where all concerned parties. As the current school location, is situated on NYCHA public housing property, we are asking that City Council help facilitate a meeting between the Deputy Mayor Walcott's Office, the Department of Education, the School Construction Authority, the NY Department of Housing Authority, with the representatives of our community, our council members, and other elected officials to make certain that the needs of the community are best met. Our community does not feel that this is too much to ask in this situation where it is clear that the needs of the community have not been addressed in terms of educational needs for decades and yet we have been awaiting such a meeting since late July 2008 and still have no confirmation that such a meeting will occur. City Council members, please help us bring all stake holders together so that the Highbridge Community can be best served by its new school.

Sincerely,

Chauncy Young

On behalf of Highbridge United/United Parents of Highbridge
1177 Anderson Avenue Apt 4F
Bronx, NY 10452

New Capacity Summary by Borough

District	SMALL PS			PS/IS			IS/HS			TOTAL		
	# BLDGS	# SEATS	COST	# BLDGS	# SEATS	COST	# BLDGS	# SEATS	COST	# BLDGS	# SEATS	COST
MANHATTAN												
1	0	0	\$0.00	0	0	\$0.00	0	0	\$0.00	0	0	\$0.00
2	2	507	\$53.18	4	2,539	\$272.45	0	0	\$0.00	6	3,046	\$325.63
3	0	0	\$0.00	0	0	\$0.00	0	0	\$0.00	0	0	\$0.00
4	0	0	\$0.00	0	0	\$0.00	0	0	\$0.00	0	0	\$0.00
5	0	0	\$0.00	0	0	\$0.00	0	0	\$0.00	0	0	\$0.00
6	0	0	\$0.00	0	0	\$0.00	0	0	\$0.00	0	0	\$0.00
Manhattan TOTAL	2	507	\$53.18	4	2,539	\$272.45	0	0	\$0.00	6	3,046	\$325.63
BRONX												
7	0	0	\$0.00	0	0	\$0.00	0	0	\$0.00	0	0	\$0.00
8	1	318	\$38.79	0	0	\$0.00	0	0	\$0.00	1	318	\$38.79
9	1	389	\$47.16	0	0	\$0.00	0	0	\$0.00	1	389	\$47.16
10	1	416	\$49.56	1	738	\$65.86	0	0	\$0.00	2	1,154	\$115.42
11	0	0	\$0.00	2	1476	\$132.96	0	0	\$0.00	2	1,476	\$132.96
12	0	0	\$0.00	0	0	\$0.00	0	0	\$0.00	0	0	\$0.00
HS	0	0	\$0.00	0	0	\$0.00	0	0	\$0.00	0	0	\$0.00
Bronx TOTAL	3	1,123	\$135.51	3	2,214	\$198.82	0	0	\$0.00	6	3,337	\$334.33
BROOKLYN												
13	1	416	\$42.58	0	0	\$0.00	0	0	\$0.00	1	416	\$42.58
14	0	0	\$0.00	1	738	\$71.03	0	0	\$0.00	1	738	\$71.03
15	0	0	\$0.00	2	1476	\$158.55	0	0	\$0.00	2	1,476	\$158.55
16	0	0	\$0.00	0	0	\$0.00	0	0	\$0.00	0	0	\$0.00
17	0	0	\$0.00	0	0	\$0.00	0	0	\$0.00	0	0	\$0.00
18	0	0	\$0.00	0	0	\$0.00	0	0	\$0.00	0	0	\$0.00
19	0	0	\$0.00	0	0	\$0.00	0	0	\$0.00	0	0	\$0.00
20	3	1154	\$121.13	2	1,476	\$138.84	0	0	\$0.00	5	2,630	\$259.97
21	0	0	\$0.00	0	0	\$0.00	0	0	\$0.00	0	0	\$0.00
22	0	0	\$0.00	1	738	\$55.91	0	0	\$0.00	1	738	\$55.91
23	0	0	\$0.00	0	0	\$0.00	0	0	\$0.00	0	0	\$0.00
32	0	0	\$0.00	0	0	\$0.00	0	0	\$0.00	0	0	\$0.00
HS	0	0	\$0.00	0	0	\$0.00	1	1,202	\$107.68	1	1,202	\$107.68
Brooklyn TOTAL	4	1570	\$163.71	6	4,428	\$424.33	1	1,202	\$107.68	11	7,200	\$695.72

- Expand the Pre-Kindergarten resources available throughout the City
- Increase the new capacity throughout the City for Special Education students by over 3,000 seats
- Reduce reliance on temporary instructional spaces as new capacity opens.

The Plan provides for the creation of seats in every borough. This includes six PS/IS school buildings in Manhattan, six in the Bronx, ten in Brooklyn, 15 in Queens and three in Staten Island. Of the two IS/HS school buildings proposed, one will be located in Brooklyn and one in Queens.

The seats not sited, not designed, or without a construction contract award from the 2005 – 2010 Plan are carried over into this proposed Plan and are a part of the 25,000 new capacity seats that will be funded by the 2010 – 2014 Plan. The following table provides detail on the proposed new capacity included in this Five Year Capital Plan:

New Capacity Program Overview

	District	No.* of Buildings.	TOTAL Seats	TOTAL Cost**
Small PS And PS/IS Buildings	2	6	3046	\$352.90
	8	1	318	\$52.43
	9	1	389	\$60.80
	10	2	1154	\$115.42
	11	2	1476	\$146.60
	13	1	416	\$56.22
	14	1	738	\$71.03
	15	2	1476	\$185.82
	20	5	2630	\$300.88
	22	1	738	\$55.91
	24	4	2630	\$324.53
	25	2	1154	\$66.84
	26	1	416	\$65.63
	27	2	951	\$112.86
	28	1	645	\$55.75
	30	5	3046	\$337.71
	31	3	1248	\$168.21
IS/HS BLDGS	Bklyn	1	1202	\$107.68
	Queens	1	1469	\$144.02
	TOTAL***	42	25142	\$2,781.22

* May vary depending upon availability and configuration of sites and appropriate leased spaces

** All dollar amounts are represented in millions

*** Excludes \$978.7 mm for potential site specific/environmental/code costs. Total with all funding is \$3759.9 mm.

While our long term demographic studies continue to show an overall decline in elementary and middle school enrollment citywide there are communities in which growth is predicted. Data on current capacity, capacity scheduled to open over the next several years, enrollment projections and housing information, both housing starts and rezoning projects, were analyzed based on local areas within each district. The result is a set of recommendations that takes into account the needs within each area of every district.

In Manhattan's District 2, where there is need for an additional 3,000 seats, there are five distinct areas within the district: Chinatown, Tribeca/Village, Chelsea/Midtown West, Flatiron/Gramercy/Murray Hill and the Upper East Side. Analyzing the capacity, enrollment trends and the predicted housing growth led to the determination that additional capacity coupled with facilities realignment strategies to utilize under-enrolled space, would be required to meet the both current overcrowding and projected future growth in several of these areas. The seats being provided through new construction will be located in Tribeca/Village, Chelsea/Midtown West, Flatiron/Gramercy/Murray Hill and the Upper East Side.

The Bronx includes four districts where analysis indicated that additional capacity is necessary. We project that District 8, which is located in the southeastern part of the Bronx, will see a need for one school building in the Throgs Neck community. This need, which is carried over from the FY2005 – 2009 Plan, is generally based on localized overcrowding. In District 9, analysis identified a need for one school. This is a carry over of need from the FY2005 – 2009 Plan. After reviewing the data, we concluded that, while enrollment continues to decline, "because of geographic constraints, the Highbridge area does not have appropriate access to middle school facilities." As a result, one small school is being proposed for this area. District 10 analysis indicated a need for two school buildings, a portion of which is carried over from the FY2005 – 2009 Plan. Persistent localized overcrowding and the potential impact from housing in both the Spuyten Duyvil/Riverdale/ Fieldston/North Riverdale, and the Kingsbridge/Norwood/ Bedford Park areas where need was identified, may have been masked at the district level by general decline in enrollment, but it became more apparent when a refined approach was applied. Two school buildings are recommended for District 11 in the Van Nest/Pelham Parkway area. In reviewing the enrollment and projection patterns it was determined that current overcrowding could not be relieved without the creation of new seats.

The analysis indicates that five districts in Brooklyn will see growth over the next five years. District 13, contains a substantial surplus of space given current enrollment levels but is projected to need a school building in the DUMBO/Navy Yard/Fort Greene area. This is primarily due to projected housing growth. District 14, is also projected to see growth which will result in the need for a school building in the Williamsburg/Greenpoint area. This growth is generally due to a

November 18, 2007

Chancellor Joel I. Klein
52 Chambers Street
New York, NY 10007

Dear Chancellor Klein:

Members of the Highbridge community of the Bronx have been contacting your office, and the office of the School Construction Authority, for more than six months about setting up a meeting to discuss the need for a middle school in the Highbridge neighborhood of the Bronx. Unfortunately, the Department of Education's response up to this date has been a short letter declining Councilmember Foster's request for a meeting and a statement that, "There is currently no need for additional seats" published in the New York Times. The community's request for a meeting has been ignored and there has been no direct contact with the community despite all our efforts.

At a November 15th meeting called specifically for this purpose, parent, community and religious leaders and our elected officials representing the Highbridge neighborhood of the Bronx discussed the educational needs of our community and the need for a middle school. We formally and respectfully request your presence and that of the School Construction Authority at a meeting prior to December 11th, 2007.

Our community merits a response and your presence at this meeting. Please contact Ocynthia Williams at 212-551-9100 (work), 347-872-7282 (cell) or email owilliams@emcf.org to set up a meeting and to discuss details concerning this event.

Sincerely,

Highbridge United

Conc. Jointly Assn. L. 1670
Highbridge Community Church

Rev. Albert Sutton Sr.

Friendly Gap, Chur.

Rev. Joseph

MISSIONARY church of Christ
1231 University Ave W. 1688

Christian Church Seventh

Trompet

St. James Vero PA President 1511

Moussine Imam of MASTERS DEYANE
1475 JESUP AVE

Edward J. Phelan Co. Dir.
Highbridge Community Life Center

Eugene Long President

Assoc. of Highbridge House

Rev Raymond Rivera
*Santung Church - LPAC

Ale A. Ramez, Executive Director
Workday Center for Human Development, Inc.

CC: Sharon Greenberger, CEO New York City School Construction Authority
CC: Michael Bloomberg, Mayor of New York City

Fr. Michael Sepp
Sacred Heart Church pastor

Mikoy A. Grant

Minister

Church of God

Marie S. Burgo

PA President CES 73

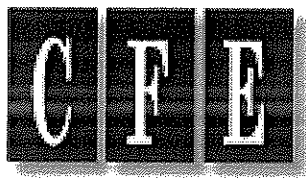
Joanne Sutherland
Highbridge Gardens
Resident Association
President

Michael Arshon
Child Welfare Organization
Project

Marie Stival
Alianza Dominicana

Emilio Sanchez
Iglesia de Dios

EXPC 5014
Alliance for Progress



Campaign for Fiscal Equity, Inc.

110 William Street – Suite 2602, New York, NY 10038

Tel (212) 867-8455 Fax (212) 867-9460

www.cfequity.org

**Testimony to the New York City Council Education Committee
on
DOE Proposed 5-Year Capital Plan
by Helaine Doran
Deputy Director of the Campaign for Fiscal Equity**

December 2, 2008

Good Morning, my name is Helaine Doran and I am Deputy Director of the Campaign for Fiscal Equity, Inc. Thank you for the invitation to testify this morning on the proposed DOE Capital Plan for FY2010-2014. CFE has long understood the importance of the link between school facilities and a sound basic education.

During the CFE trial we introduced important testimony on the conditions in New York City's public schools – particularly on the overcrowding problem. As a result of this focus, the State Supreme Court 2001 and the Court of Appeals 2003 decisions provided important direction on what a school facility that supports a sound basic education should look like. "...the Court held that all students in the state are entitled to 'minimally adequate physical facilities and classrooms which provide enough light, space, heat and air to permit children to learn,' and that the constitutional rights of students in New York City are presently being violated by overcrowding, excessive class sizes, and the encroachment of ordinary classroom space into what otherwise would be specialized spaces such as libraries, laboratories, and auditoriums." (CFE Facilities Report, p. 13)

The final order of the State Supreme Court in 2005 adopted the \$9.2 billion facilities proposal that CFE developed. And in 2006, as an integral component of the CFE settlement, the State legislature authorized \$9.2 billion for physical improvements and expansion of New York City's public school buildings.

CFE continues to advocate for the funding and appropriate use of State and City resources to meet the CFE goals. An important element of CFE's advocacy has been to examine how well DOE is developing and building improvements so that overcrowding is eliminated, class sizes are reduced to, at a minimum, the State-wide averages and that all school buildings have the appropriate specialized spaces. In "A Seat of One's Own", published in November 2007, CFE analyzed class sizes in 408 failing schools on the 2006/07 SINI/SRAP list.

CFE is currently working on two additional reports on school building conditions that will be issued shortly. One report is on large elementary schools; this report finds that 40% of all elementary

school students –more than 186,000 students – are attending elementary schools with enrollments greater than 810 students. There has been great focus in recent years on dismantling many of the larger high schools into small high schools of 400-500 students to ensure that all students, particularly high need students, receive appropriate attention to ensure they receive a sound basic education. Super size elementary schools should also be scrutinized for potential restructuring.

A second report, also to be released shortly, examines the level of overcrowding in public school buildings. Overcrowding has been a chronic problem in New York City's public schools; the most recent cycle of overcrowding developed in the 1990's. The enrollment peaked in 2000 with 1,105,030 students attending the city's public schools. In 2006, enrollment was at 1,042,078, a decrease of 62,952 students in 6 years¹. In spite of this significant reduction in enrollment, overcrowding remains a common occurrence in the public schools. Using the data in the 2006/07 Enrollment Capacity Utilization Report, published by DOE, there are 391 school buildings in all boroughs and at all grade levels that are over 100% utilization by the Department's own analysis. Enrolled in these 391 buildings are 381,582 students, approximately 37% of all students attending public schools. It is important to understand that this data is derived directly from the 2006-07 Report. Any school with utilization greater than 100% based on the targeted capacity was included in arriving at these numbers.

These 391 overcrowded school buildings include 298 elementary school buildings with 209,862 students, 20 middle school buildings and 72 high school buildings. One-third or 131 of these overcrowded school buildings are located in Queens; Brooklyn has 101 overcrowded buildings. The Bronx has 76 overcrowded buildings, Manhattan 56 and Staten Island 27.

It is important to understand that the extent of overcrowding is worse than what is described above because of the extensive use of temporary spaces in the public schools. Ninety one of these 391 overcrowded school buildings have temporary structures either in their school yards or annexes at off-site locations. There are another 124 school buildings that do not currently have utilization rates above 100% but have temporary spaces associated with these buildings. This brings the total up to 515 school buildings affected by overcrowding. The report was able to identify a total of 252 temporary structures or spaces - trailers, min-schools, temporary classroom buildings and annexes - in the school system. There is a total of 501,457 students attending these 515 school buildings and the 252 temporary spaces – almost 50% of the 2006/07 enrollment.

The report does not analyze school buildings where there are classrooms in gyms, auditoriums, libraries or other specialized or temporary spaces as these uses are not reported so it is impossible to determine accurately how extensive the use of temporary spaces actually is.

The draft Five Year Capital Plan for FY2010-2014 proposes to build 25,142 new seats in 42 new buildings, all of which will be elementary/middle school buildings except for 2 intermediate/high school buildings. DOE states that among the several goals of the new capacity program, "to ameliorate localized overcrowding within districts and to reduce strategically the use of temporary spaces." This general language does not provide the specifics needed to evaluate whether the number and placement of these new seats will achieve goals that the Council and the public should embrace.

¹ Eunice and George Grier, "Enrollment Projections 2007 to 2016 New York City Public Schools", January 2008, p. 2.

Before a new five year capital plan is approved, DOE should report on how well it has done in meeting the goals of the current five year plan. For example, the adopted Plan of June 2004 stated that the goals of the new capacity program to build 63,000 new seats would:

- Implement class size reduction in 100% of kindergarten to grade 3 classes
- Eliminate all TCU's and mini-schools over 20 years old by 2012
- Alleviate overcrowding system-wide
- Significantly reduce high school split sessions.

What specific progress has DOE made in meeting these goals? The new draft Capital Plan does not link the building of new seats with the goals DOE set for itself in the current capital plan that were publicly approved by the City Council. The proposed new Plan does provide information on how many seats were built, how many are in process and how many are being rolled over into the new plan. In reality, as of September 2008, it appears that approximately 20,000 new seats have been completed with another 34,000 seats in process and another 8,000 seats rolled over into the new capital plan. A report on these 4 goals should be provided and evaluated before a new capital plan is approved.

The proposed new plan identifies the districts where the 8,000 seats are being rolled over: Districts 8, 9, 10, 15, 20 and 5 districts in Queens. Many of these districts have the most severe overcrowding so it is very troublesome that new schools are behind schedule in these locations. In the February 2008 amendment to the current capital plan, there are 5,448 seats planned for District 20 with the earliest projected completion date of 2009. It would appear that no new seats have been completed in this district that is suffering from some of the worst overcrowding in the City. How can any progress have been made in District 20 when DOE is also projecting that its enrollment will be increasing?

CFE is pleased that one of DOE's goals in the draft plan is to reduce class size in all grades with the proposed new seats together with a facilities realignment strategy to maximize the use of the school system's existing capacity. This is only a first step as the capital plan's proposed class sizes are in excess of what the targeted class sizes should be in grades 4-12.

The recognition in the plan of the importance of class size, however, is undercut by the lack of clarity in how schools will achieve these lower class sizes. It appears that the strategy at the elementary level is construction of new seats where there is localized overcrowding and better utilization of existing capacity. Another strategy appears to be that there are projected enrollment declines in many neighborhoods. At the middle and high school levels the capital plan states "...that most schools in the system are and will be at less than 100% utilization which they can choose to reflect in reduced class sizes."

DOE cites the 2006-07 Enrollment Capacity Utilization Report in its description of the assessment of existing capacity needs; this is the same report that CFE used to develop its data on the 515 overcrowded school buildings and buildings with temporary spaces attended by over 500,000 students. The articulated strategies do not give a clear picture of the extent that this overcrowding will be reduced, the ability to reduce class sizes at all grade levels and to remove temporary structures. DOE needs to develop its strategies further.

CFE cannot endorse this proposed capital plan without an understanding of when enhanced educational opportunities will be available because of improved building conditions. We have focused

on the capacity program in our comments but we have similar reactions to the programs in the existing buildings. Parents and the public deserve to know when our students will not be attending an overcrowded school, when their school will have its specialized rooms restored, when the library will be updated and when the science lab in every middle school and high school will be functioning.

CFE urges DOE to develop a meaningful and detailed plan to eliminate overcrowding and all temporary spaces now. The plan must contain the blueprint to restore all schools to normal conditions. Creating a plan to solve overcrowding will allow a clear path with a time frame for reduced class sizes for all students. This is what the CFE lawsuit started almost 16 years ago began; it is time to fulfill the promises we have made to our students.



THE CENTER FOR ARTS EDUCATION

Testimony to the New York City Council

Hearing of the Committee on Education

Delivered by Doug Israel, Director of Research and Policy, The Center for Arts Education

Re: Oversight – Proposed 5-Year Capital Plan for Schools

December 2, 2008

Good Afternoon. Thank you Chairman Jackson and members of the Committee on Education for the opportunity to testify today on the proposed 5-year capital plan for schools. I am Doug Israel, Director of Research and Policy for The Center for Arts Education.

The Center for Arts Education (CAE) is dedicated to ensuring that all New York City public school students have quality arts learning as an essential part of their K-12 education. CAE pursues this mission through a wide range of activities that focus on raising awareness of the value and need of arts education for our public school students, while providing tools and support for educators, parents, elected officials, funders, and others to act in order to provide quality arts learning for each and every student. Since its founding in 1996, CAE has provided \$40 million in funding directly to schools to support the creation of quality arts education programs.

Over the course of the past several years, we have heard numerous accounts from principals and teachers bemoaning the loss of a cherished arts space in their school buildings. Most often this is the direct result of overcrowding where spaces for the arts are being converted to general classrooms or used to accommodate other needs.

According to the New York City Department of Education's (DOE) 2007-2008 *Annual Arts in Schools Report* the lack of available in-school arts space was one of the top three challenges to implementing arts education reported by all schools. Regrettably, there is evidence that the number of schools without adequate space dedicated to learning in and through the arts is increasing. In a recent survey conducted by Class Size Matters, in conjunction with the New York City Council, 25% of principals reported losing their art, music, dance, drama, or foreign language spaces to general education classrooms during their tenure. If we extrapolate that to the whole system there are close to 400 schools that have lost an arts space in the recent past.

Over more than 10 years CAE has witnessed the power of arts education in engaging students in learning and providing alternative avenues for achievement. Research proves

learning in the arts enhances learning in other subject areas and contributes to a student's overall development, provides students with opportunities to work collaboratively, develop creative and critical thinking skills, and develop innovative solutions—all 21st century skills that employers in New York City and around the world are looking for.

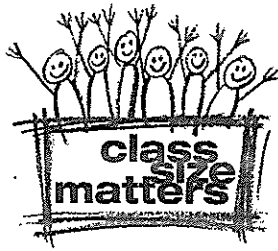
In order to ensure that New York City public schools are providing a quality arts powered learning experience to all of the city's 1.1 million school children, it is imperative that schools are appropriately equipped with dedicated spaces for arts learning. In our initial reading of the proposed capital plan there is a lack of evidence provided that the city is making an effort to ensure that overcrowded schools that have lost cherished arts spaces, as well as other cluster spaces, are reclaiming those spaces. There is also doubt raised as to whether the capital plan will do enough to alleviate overcrowding or adequately anticipate overcrowding in the future. This failure to meet urgent school capacity needs in many communities will exacerbate what is already a troubling reality, as schools will continue to convert cluster space used for the arts, science or computers, to fill general capacity needs.

CAE continues to call on the DOE and the School Construction Authority to:

- Ensure that arts spaces are incorporated into the design and construction of all new school facilities;
- Ensure that the formula used to determine capacity at the school level reflects the loss of arts and other cluster spaces and the need to reclaim and improve access of students to these and other common areas, such as auditoriums and gymnasiums;
- Provide a detailed reporting/inventory of lost arts spaces in public schools and develop a plan to reclaim those arts spaces that have been lost.

We urge the City Council to support us in pursuing these objectives. We also call on City Council Members, and all elected officials, to investigate access to arts spaces in schools in their districts and ensure that the capital plan direct funds to ensure that students at every public school are granted access to well-equipped arts facilities.

Thank you for your time today and your thoughtful consideration of this request.



class size matters

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Testimony before the NYC Council Education Committee on the City's Proposed 5-Year Capital Plan for Schools

December 2, 2008

Thank you, Chair Jackson. My name is Leonie Haimson, and I am the Executive Director of Class Size Matters, a citywide organization dedicated towards achieving smaller classes in the NYC public schools. Unfortunately, if this capital plan is approved, I fear that NYC children will never receive their constitutional right to smaller classes, as the State's highest court said would be necessary for them to receive a sound and basic education.

Despite the city's claims, most NYC children continue to be in overcrowded schools with excessive class sizes.

According to DOE's own latest available data in the "Blue Book", 38% of NYC students are housed in schools that are overcrowded. More than 3,000 elementary and middle school students are taught in temporary and/or transportable units – and thousands more in HS.

About 60% of general education students in K-3, more than 160,000, are in classes of twenty-one or more –exceeding the goals of the city's state-mandated class size plan. 70-80% of middle and HS general ed students have class sizes exceeding 23 students per class –the city's goals for grades 4-12.

86% of NYC principals say they are unable to provide a quality education because of excessive class sizes, and 50% say the overcrowding makes it unsafe for students and/or staff.

The new proposed capital plan says that "in most cases overcrowding and larger class sizes are very local phenomena, reflecting school admissions zones that are poorly designed...and or reflecting deeply popular schools into which the press of parents creates larger class size." (p. 21)

In early October, we formed the Campaign for A Better Capital plan. A coalition of more than 70 advocacy groups and elected officials on the local, state and federal level signed a letter, urging the city to adopt a capital plan with the following goals:

A- Aim to provide enough seats to eliminate and reduce class size to the levels in the city's class size plan (20 students per class in grades K-3, 23 in grades 4-12);

B- Be proactive and plan for growth at the neighborhood level;

C -Correct the official capacity estimates, so that schools can have the room for smaller classes class size and dedicated space for art, science, special services and other specialty rooms necessary for a well-rounded education.

In late October we released a report called "A Better Capital Plan."¹

Based on the capacity data in the "Blue Book" from 2006-7, we calculated that approximately 166,000 new seats would be needed to eliminate overcrowding and to reduce class size to the levels in the city's state-mandated class size reduction plan. We estimated the seats deficit per elementary school; at the district level for middle schools; and at the borough level for high school seats. Our estimates are attached to this testimony.

Our calculations did not account for the rise in enrollment in many areas since 2006-7 or which is projected to occur in the future. Nor did it reflect the reality that the DOE capacity data underestimates the actual level of overcrowding, according to many principals and objective observers.²

In our report, we also showed how the DOE enrollment projections have numerous flaws.

These projections, from the Grier Partnership, do not account for changes in birth rates, housing starts, neighborhood overcrowding, or trends in enrollment at charter schools, parochial schools or daycare/preK centers. ***They are based only on district forecasts, assuming current trends will continue into the indefinite future.***

Other evidence casts in doubt Grier's projections of continued enrollment decline citywide.

- In two of the last four years, General education Kindergarten enrollments have increased.
- According to the Mayor's Management Report, between 2006-7 and 2007-8, there was a sharp increase in the percent of overcrowded elementary schools
- City Planning projects an increase in the number of 5-9 year olds between 2010 and 2020.
- The DOE's own budget projections project **no decline** in Kindergarten enrollments over next four years, based upon rising birth rates.

In our report, we suggest how forecasts in enrollment could be improved by collecting and analyzing data on birth rates, housing starts, parent surveys, trends in preK, charter, parochial and private school enrollment, and other critical information. We propose that these projections should be undertaken by an independent city agency, separate from the DOE – which appears to have a vested interest in underestimating the amount of growth occurring in many areas of the city.

We also discuss the need to correct the methodology used by DOE to assess school capacity and utilization:

- The target class sizes in the Blue Book should be aligned with the city's class size goals.

¹ "A Better Capital Plan," A report from the Campaign for a Better Capital Plan, the Manhattan Task Force on School Overcrowding, Class Size Matters, the United Federation of Teachers and The Center for Arts Education, October 2008, posted at <http://www.classsizematters.org/abettercapitalplan.html>

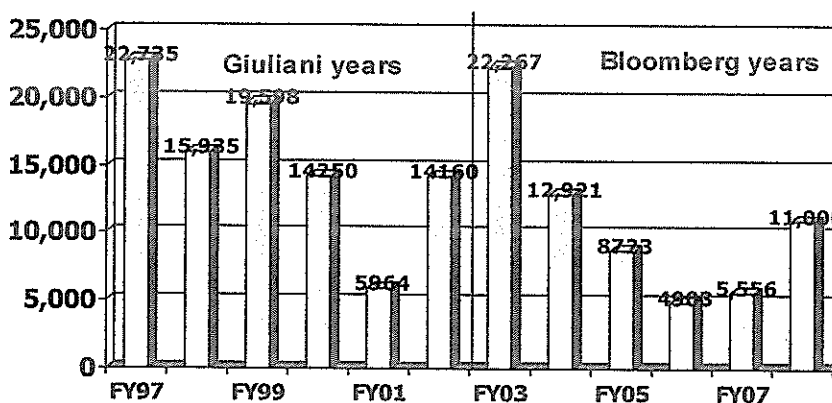
² "How Crowded Are Our Schools? New Results from a Survey of NYC Public School Principals", by Prof. Emily Horowitz¹ (St. Francis College) & Leonie Haimson² (Class Size Matters); October 3, 2008. Posted at http://www.classsizematters.org/principal_survey_report_10.08_final.pdf

- Trailers and temporary spaces should be more sensibly integrated into the school's utilization estimates, rather than considered as entirely separate buildings, as they are now.
- When a facility is shared by several schools, the use of the common spaces should be carefully analyzed to see if they can support the total population.
- The formulas should be revised to ensure that all schools have sufficient dedicated rooms for art, music, science for the student population, according to NY state standards.
- A new space assessment survey should be required, similar to the Building Condition Assessment survey, to be completed after walkthroughs in each school by the School Leadership Team.

Instead of taking our recommendations to heart, and complying with the state law that requires that the city's capital plan and class size reduction plan be aligned, the new proposed capital plan is significantly smaller than the current plan.

\$1 billion less is invested in new capacity than in the current plan – despite inflation, and the higher cost of construction. Only 25,000 additional seats will be created– compared to 63,000 seats in the current plan – only 40% as many. ***This is about 15% of the estimated seats required to reduce class size and eliminate overcrowding are included.***³

Meanwhile, the record of this administration has been mediocre at best at completing new schools. About 50% fewer seats were created during the first six years of the Bloomberg administration than the last six of the Giuliani administration –15,440 compared to 10,585 per year, according to Mayor's Management Reports (FY 2000, FY 2004 and FY 2007.)



³ The total cost of the proposed plan at \$11.3 billion, compared to current capital plan of \$13.1 billion. Capacity projects are listed at \$5.2 billion, with only \$3.7 billion of that for “new” capacity. The rest is for replacement seats and charter schools. This is \$1 billion less than is invested in new capacity than in the current plan – despite inflation, and higher cost of construction.

Moreover, there is a substantial backlog in terms of the number of seats that will be created from the current plan. Fewer than half of its 63,000 seats will be finished when the plan ends in June. In fact, while an estimated 21,000 seats of the current plan will be completed by June 2009; another 34,000 seats are due to be completed over next four years through Sept. 2012. 8,000 seats will be rolled over into next plan.

Other problems in the proposed new capital plan include:

- Nearly \$1 billion is for unspecified "technology" –more than allocated to build new schools in Brooklyn or in Queens. For what purpose? The plan does not say.
- \$1 billion is reserved for "**site specific/environmental/code costs**"; a troubling sign that DOE intends to build many new schools on contaminated land.
- More than 10% of the new seats are supposed to be reserved for preK and D75 students– which, while important, will further diminish the availability of general education seats needed to reduce class size.
- The city is asking that state pay for half the costs up-front -- as in the previous capital plan; but that payment was considered to be part of the state's CFE settlement. What if state does not agree?
- The projected cost per seat is very high. In its March 2008 report ("Fiscal Brief: Higher Costs, Delays in Amended School Construction Plan"), the IBO estimated the cost per seat at \$85k for new construction, and \$55k for leased seats. This averages at about \$75,000 per seat. Yet in this plan, the estimated cost averages at about \$148,000 per new seat – almost twice as high. Even if \$1 billion is deducted for environmental clean-up, this would still average \$108,000 per seat– about 32% higher.

Now, how is school construction financed? The costs of building schools are highly leveraged. The financing is done by issuing bonds that are repaid over thirty years – with only a fraction of the cost paid annually. Moreover, the state automatically reimburses 50% of every dollar city spends on new school construction. Both of these factors make school construction comparatively economical – even during an economic downturn as we are currently experiencing.

Even assuming that state does not agree to pay for 50% of this plan upfront, will mean the city is investing only about \$100 million per year on school capacity projects – ***probably an all-time low as percent of total city capital spending.***⁴

In fact, if this capital plan is approved unchanged, it will mean a continuation in the overall declining share of city dollars invested in schools, as part of its overall capital spending. (See Chart A for the trend from 2000-2009.)

⁴ Assuming the city's per seat cost is accurate at \$148,000; and assuming the state pays half up front, as the city is proposing, and then reimburses another half later, according to the standard reimbursement formula, amortized over 30 years, the new capacity projects in the capital plan only will cost city about \$50 M per year. If the state does not pay half the costs upfront, this will mean an annual estimated cost of \$100M.

And the trend continues. While city capital spending on schools decreased between FY 08 and FY 09, in nearly every other category, capital spending rose -- often dramatically. Overall, city capital commitments increased more than 75%, from \$9.1B to \$16B. (See Charts B and C)

- Economic Development has more than doubled (from \$398M to \$1.1 B)
- Police has increased by more than ten times (from \$101M to \$1.7 B)
- City operations nearly tripled (from \$2.6B to \$6.2B).⁵

And though capital spending has been stretched from four to five years, there will still be major increases for nearly every city agency other than the DOE. Despite the economic downturn, there are apparently no major projects that have been eliminated. For example:

- The city is still planning to spend up to \$3 billion in capital funds to redevelop Willet's point.
- The city still intends to spend \$440 million in capital funds to reopen and expand the Brooklyn house of detention.
- The city will still spend over \$1 billion to build a new police academy in Queens.

So how could an expanded capital plan for schools be funded?

If the DOE re-allocated the \$1 billion for unspecified new technology; \$1 billion for environmental remediation (and instead, built schools on non-contaminated land); redirected half of the \$305 million for "facility restructuring" (which means putting new schools in existing school buildings, which exacerbates overcrowding rather than relieves it) and cancelled the \$440 million that is supposed to go to expand the Brooklyn House of Detention, that would yield about \$2.65 billion in capital funds.

Given 50% state reimbursement for new school construction, this would provide an extra \$5.3 billion for school construction -- enough to triple the number of seats in the proposed plan to 75,000.

By finding costs savings elsewhere -- for example, cutting in half the projected increased enrollment in new charter schools over the next three years, the city could save about \$180M in annual operating funds over the next three years. Shifted into the capital budget and amortized over 30 years, with 50% reimbursement from the state, this amount could finance another 91,000 seats, which together could pay for the 166,000 new seats that are needed.

166,000 new seats is not an unprecedented figure for a capital plan -- either for New York City or the nation as a whole. As we point out in our report, the city built 100,000 new seats from 1902-5 and nearly half a million new seats during the 1920's.

More recently, the Los Angeles United School District adopted a \$20 billion capital plan that will produce 160,000 new seats -- in a system 60% the size of NYC's -- and the district has already created 80,000 of these seats since 2003.

⁵ Source: Office of Management Budget, Adopted Capital Commitment Plan; FY 2009, Nov. 2008; Volume I.

According to the Mayor's office, the Bloomberg administration has funded over 82,000 units of affordable housing; with the goal of creating 165,000 overall. Isn't the goal of improving public education by building new schools equally important?

We must invest in new schools if we care about our children and the economic future of this city.

Building more schools will also provide needed stimulus to the city's economy during a difficult period – and 50% reimbursement from the state will bring in more state funds – whatever else in education cuts the state budget may involve. Alleviating overcrowding and reducing class size will also strengthen our middle class tax base.

Finally, State education law requires that the city's capital plan and class size reduction plan be aligned, but this has not yet occurred. Given the ongoing crisis in overcrowding and class size, we have both a legal and moral obligation to expand the proposed capital plan for schools. Thank you for the opportunity to speak to you today.



THE CITY OF NEW YORK
OFFICE OF THE PRESIDENT
BOROUGH OF MANHATTAN

SCOTT M. STRINGER
BOROUGH PRESIDENT

A Better Capital Plan for Schools
Testimony of Manhattan Borough President Scott M. Stringer
Before the City Council Committee on Education

December 2, 2008

I would like to thank Council Speaker Christine Quinn and Education Committee Chair Robert Jackson for holding this important oversight hearing on the City's proposed capital plan for schools. I want to especially recognize the work the Council has done to proactively address this issue, by holding preliminary hearings jointly with the Council's Land Use Public Siting Subcommittee so that both educational policy and development perspectives can be brought to bear on school construction issues.

I also want to thank and recognize Mayor Bloomberg, Chancellor Klein, and the staffs at the Department of Education and the School Construction Authority for their willingness to begin an open dialogue with parents and elected officials on school overcrowding, and for the hard work they have undertaken to tackle these critical issues.

We all understand the seriousness of the fiscal crisis facing our city. Getting through these tough times will require shared sacrifice, and our school system will have to shoulder its fair share of the costs. However, even with this understood, the proposed five-year capital plan is unacceptably inadequate to meet our obligations to our children's futures.

Thirty-eight percent of New York City public school students now attend schools in buildings that are overcrowded. Meanwhile, the City has seen an explosion of new residential development which, in many neighborhoods, has not been matched by new schools. In April, my office issued "Crowded Out," the first report to compare residential growth to neighborhood school capacity. It showed that, in Manhattan neighborhoods at highest risk for overcrowding, the City approved enough new residential buildings over the past eight years to add up to 2,300 new students to neighborhood schools. Meanwhile, the City only added 143 seats of school capacity to those neighborhoods. This August, I released "Still Crowded Out," which showed that this pace of development kept up even through most of 2008.

Despite this, the proposed capital plan proposes no new high schools anywhere in Manhattan, and many growing neighborhoods throughout the borough will apparently go without any new schools of any kind. Only one of the borough's six school districts will see new school construction, and even that will occur at a level that is inadequate to meet existing overcrowding conditions, to say nothing of planning for future growth. Similar patterns exist throughout the City.

The 3,046 seats of new capacity proposed in the Capital Plan for Manhattan represent a nearly 40% reduction from the amount proposed in the previous plan, at a cost of \$353 million. The new Manhattan schools that appear in the plan (Foundling Hospital on 15th Street, the First Avenue site on the former Con Edison properties, and the Manhattan Eye, Ear and Throat Hospital ("MEETH") site) had already been announced before the issuance of the plan. And the remaining projects (P.S. 51, and the as-yet unsited "Project #2" and "Project #4") appeared in the previous plan, but did not begin construction during the previous five years.

The current credit crisis and economic slowdown are understandable obstacles to new construction. But the capital plan is proposed as a five-year plan for a reason, and we cannot put the next five years on hold because of this year's economic climate. We must build a plan that is flexible enough to adjust to the cycles of our national and local economy.

In the long run, as the Mayor has said, failing to invest in infrastructure like schools only makes tough times tougher. We can't repeat the mistakes of the 1970s, when the City stopped investing in its future, and families fled New York and took their tax base with them. In fact, new construction could be one of the best ways to encourage private sector growth and stimulate our economy.

In the "Crowded Out" reports, and in the work I have done with my Overcrowding Task Force and the newly launched citywide Campaign for A Better Capital Plan, we have made the case for reforms to the capital planning process. What we need is a straightforward accounting of what it would take to reduce overcrowding and reduce class size – and then we need to make tough choices on how much we spend towards meeting that goal within the context of the City's overall budget.

I would like to offer the following proposed suggestions for reforms to the proposed Capital Plan. I encourage the Council to push for these changes before the plan is finally adopted.

Planning Ahead for Growth

It is time to look at school planning from the perspective of urban planners and development analysts. DOE and SCA should work with planning experts and communities to establish a clear, transparent procedure for projecting future growth. The Capital Plan should include a projection of the number of new housing units expected next year, and disclose the estimated impact on local schools, at least at the District level, and preferably at the level of individual school catchment areas. This estimate should be disclosed for public review and scrutiny. With this information, the Council and the public would then be clear about what assumptions the City is making regarding future growth in each community.

Neighborhood-Specific Planning

The Capital Plan should include more analysis at the neighborhood level, rather than looking solely through the lens of Community School Districts. The large size of many School Districts can obscure the overcrowding that occurs at the local level. And New Yorkers have a reasonable expectation that there will be a school *in their neighborhood* for their young children to attend.

Chancellor Klein recently wrote to tell me that DOE is planning to implement this reform in the capital plan. And I appreciate the fact that, in School District 2, there is some discussion of the several geographic areas through which the City has analyzed trends. But this should be shown in considerably greater detail. And similar analysis should be performed for other School Districts throughout the City, particularly those that are geographically large.

Class Size

The Capital Plan is based on capacity numbers which assume higher class sizes than the City's official target numbers at higher grades. To provide an appropriate frame of reference, the City should also measure school capacity based on the City's official class size reduction targets. These were the promises that were made pursuant to the Campaign for Fiscal Equity and we must, at the very least, show how far we are from keeping them, and what progress is being made towards meeting the targets.

Capacity Estimates

Art and music rooms, science laboratories, special education services, and libraries are all central to the well-rounded education our children deserve. DOE and SCA should work closely with educators, parents, arts experts and others to revise these official capacity numbers so that they fairly and transparently assess this need and do not undercount these needs in school capacity estimates. At a minimum, the current capacity and attendance statistics – the “Blue Book” – must be publicly disclosed before real work on the capital plan can commence.

Cost per seat analysis

The cost per seat in the proposed capital plan appears to be significantly higher than in the previous plan. This discrepancy should be fully explained and analyzed before a final plan is adopted.

Good News

Despite these problems, it is important to note and recognize the progress that has been made and the new school commitments that do appear in this plan. The Greenwich Village and Flatiron neighborhoods successfully advocated for a new school at the Foundling Hospital site, thanks to the Rudin Family. The East Side community won a commitment for a new school on First Avenue and 35th Street. Additional new schools are in planning stages for the West Side's P.S. 51 and Hudson Yards sites (although it is important to note that these will likely be necessary to meet the impacts of already approved rezoning plans, not for additional future development).

These are examples of situations in which the City, working in tandem with local communities and elected officials, can identify pressing needs and find solutions. These types of efforts must be repeated in neighborhoods all over the City.

In addition, the City should join in aggressively advocating for new school construction funds in a Federal economic recovery plan – provided that these efforts only amplify, and do not replace, the City's current commitments.

Conclusion

I urge the City Council to keep working to demand a better capital plan for schools. I've partnered with Councilmember Jessica Lappin to introduce a Council resolution supporting the reforms I have suggested, which I hope you will consider. Because no matter what the economic situation, the proposed Capital Plan should aim to meet our children's needs. Setting priorities, and making the tough budget choices, should happen in the open, as part of the Mayor and Council's budget negotiations.

I encourage the Council to demand that these and other reforms be made to the capital plan, so that we can have a fuller approximation of the capital investment necessary to meet basic educational goals. When this is done, we may well find that meeting our needs requires a greater funding commitment. If so, we must put the choice before the public and make the tough decision. We must consider whether to leave educational needs unmet, whether to make spending decreases to other parts of the budget, or whether we need to pursue revenue enhancements, public-private partnerships, or other initiatives to meet our goals. But we must have that debate as a City. We must not shortchange the discussion by underestimating our needs from the start.

With more families choosing to raise children in New York City, and City Planning projecting that the City's population will increase by nearly a million people, this is a problem that can't wait for a solution. But if we plan wisely, and if we plan ahead, we can validate the State Constitution's guarantee of a quality education for every child.

I have no illusions about how difficult these challenges will be, but failing to rise to meet them is not an option. I will keep working with my colleagues on the Council and with the Administration as the draft plan goes through the process of review and approval, and keep fighting for the new school seats Manhattan children need to learn and grow.

Thank you again for the opportunity to testify.

CAROLYN B. MALONEY
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TESTIMONY OF CONGRESSWOMAN CAROLYN MALONEY
The New York City Council Education Committee
Oversight Hearing on the Proposed 5-Year Capital Plan
December 2, 2008

Thank you for giving me the opportunity to offer testimony expressing my serious concern about the Department of Education's proposed 5-year capital plan. Currently District 2 is experiencing a school overcrowding crisis, precipitated by the abundance of new apartment buildings in my area and the decision of parents to stay and raise their children in Manhattan. Over the past decade we have seen a significant growth in the number of large residential buildings, and we have seen people move into neighborhoods that previously were purely commercial. Most of the new buildings are built to accommodate families. Further, many families are choosing to stay in the area, and many families are moving into buildings that had been virtually childless. Unfortunately existing public schools cannot accommodate all the new students.

DOE's plan is a step in the right direction, but DOE still has not told us how it plans to solve the most serious problem in my district -- the lack of a zoned school for families living in the former PS 151 area. PS 151 families face a lottery for a shrinking number of schools, all of which are themselves overcrowded. Until this year, the families had a choice of 6 schools. Extreme overcrowding required DOE to reduce the number of options to four. It is unfair for these families to have no zoned school, or for these families to face the stress and uncertainty of a lottery when most children in the city can simply attend their neighborhood school.

I am particularly troubled by the fact that 10 families from the PS 151 area began the 2008-2009 school year not knowing which school their child would attend. DOE must take steps to make sure this does not happen again. All 6 of the surrounding schools, both those that accept PS 151 families and those that can not, are well above capacity and have been forced to make difficult choices. They have lost cluster rooms, they start lunch early, and they have class sizes far in excess of state goals. DOE has been promising to reveal a solution this month, and has suggested that its plan will involve re-purposing an existing facility. I hope DOE's plan will resolve our concerns, but I find it disquieting that it has issued its capital plan without putting a plan for PS 151 on the table. If DOE cannot identify a school building to re-purpose, then clearly it must build a new school in this area, and it cannot wait for the next capital plan.

Parents in Murray Hill have been watching the swiftly rising residential towers in their community with great trepidation. This community is served by the overcrowded PS 116. Local residents tell me that at least 40 high-rise buildings with an estimated 3,377 new housing units

are currently being constructed in Murray Hill, and that all these new developments are zoned for PS 116. This fall the DOE reported that PS 116's enrollment was only slightly up from last year's; however, DOE failed to note that the school has already lost its pre-k and gifted and talented programs, that lunch begins at 10:20; and that cluster rooms have been converted to classrooms. Moreover, reportedly 50 children were withdrawn from the school by parents concerned about crowding. The DOE acknowledges that it is facing an inevitable crisis at PS 116 if concrete solutions are not reached immediately. DOE proposes two schools in this area -- at the Foundling Hospital on West 17th Street or at the East 35th Street site. The DOE recently advised that it had acquired the East 35th street site from the Con Ed Waterside developer, and indicated it was prepared to build a stand alone school for 738 students whether or not the residential and commercial complex rises on the site. Unfortunately, we have little information about when construction will begin, when DOE expects the school to be completed and what it will do if construction is not finished before PS 116 experiences a crisis situation.

It is important to note that tough economic times will have an impact on public school enrollment. It has been reported that private schools expect to lose as many as 20% of their currently enrolled students over the next year. Preliminary surveys reveal that parents are planning to enroll their children in public school. I would be interested to know how DOE proposes to accommodate these new students and what contingency plans they have made.

I know that school placement is an uncertain science, and that a prolonged economic downturn could drive people from the City; however, it would be wrong to assume that this economic crisis will mimic the last one, or that large numbers of families will leave the City. At present it looks as if families may look to the public schools to alleviate some of their financial pressures. If that happens, the DOE would be completely unprepared to accommodate the influx of new students.

We are at a crisis point right now because DOE's previous capital plans were inadequate, and no effort was made to fix inevitable problems. DOE seems to be moving in the right direction and taking real steps to alleviate problems on a neighborhood basis. Unfortunately, we have not yet seen realistic timetables for the construction of each proposed new school, and there are no real plans to address existing overcrowding during the interim period before the new schools open. I am hopeful that DOE will be asked to fill in the missing details.

Finally, we need a better system for siting and paying for new schools -- the City should not permit the construction of 40 new buildings in a single neighborhood without requiring DOE and the Department of City Planning to come up with a plan to build a new school. I hope the City Council will work with DOE to develop a proposal that will require new schools to accompany new construction.

United Parents of Highbridge

Highbridge United!

FOR IMMEDIATE RELEASE

October 27th, 2008

CONTACT:

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Press Advisory

Hundreds March & Rally United in their Demand for a Middle School for the Highbridge Neighborhood.

Monday October 27th Hundreds of Bronx Parents, Students and Community Members joined by almost all of their local elected officials will march from their elementary schools to call on the City of New York, the School Construction Authority, and the Department of Education to include a Middle School for the Neighborhood of Highbridge in the first year of the upcoming Five Year Capital Plan. The HIGHBRIDGE UNITED Coalition, organized by the United Parents of Highbridge, has been campaigning for two years demanding that a long-needed Middle School for the Highbridge neighborhood.

Mary Blassingame states "I have resided in Highbridge for 34 years, and as the former Chairperson, of the Housing and Land Use Committee, Community Board 4, for twenty-three years, I know the need for a middle school to service our children here in Highbridge." The neighborhood has desired a Middle School for decades, but every time they have approached the City School Construction Authority it has been denied.

"Our children, at only ten years of age, are put at great risk as they are compelled to travel excessive distances on public transportation to attend any Middle School. We have five Elementary Schools in Highbridge, including the oldest school in the Bronx, with a combined population of 6,000 students but no Middle or High School. The Children Deserve a School!" George Rivera, CEC 9 Vice President and Parent from PS 73.

Hundreds of Highbridge Parents and Community will march from their elementary schools to 167th Street between University and Sedgwick Avenues – the site where they want a middle school to be built.

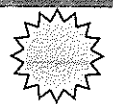
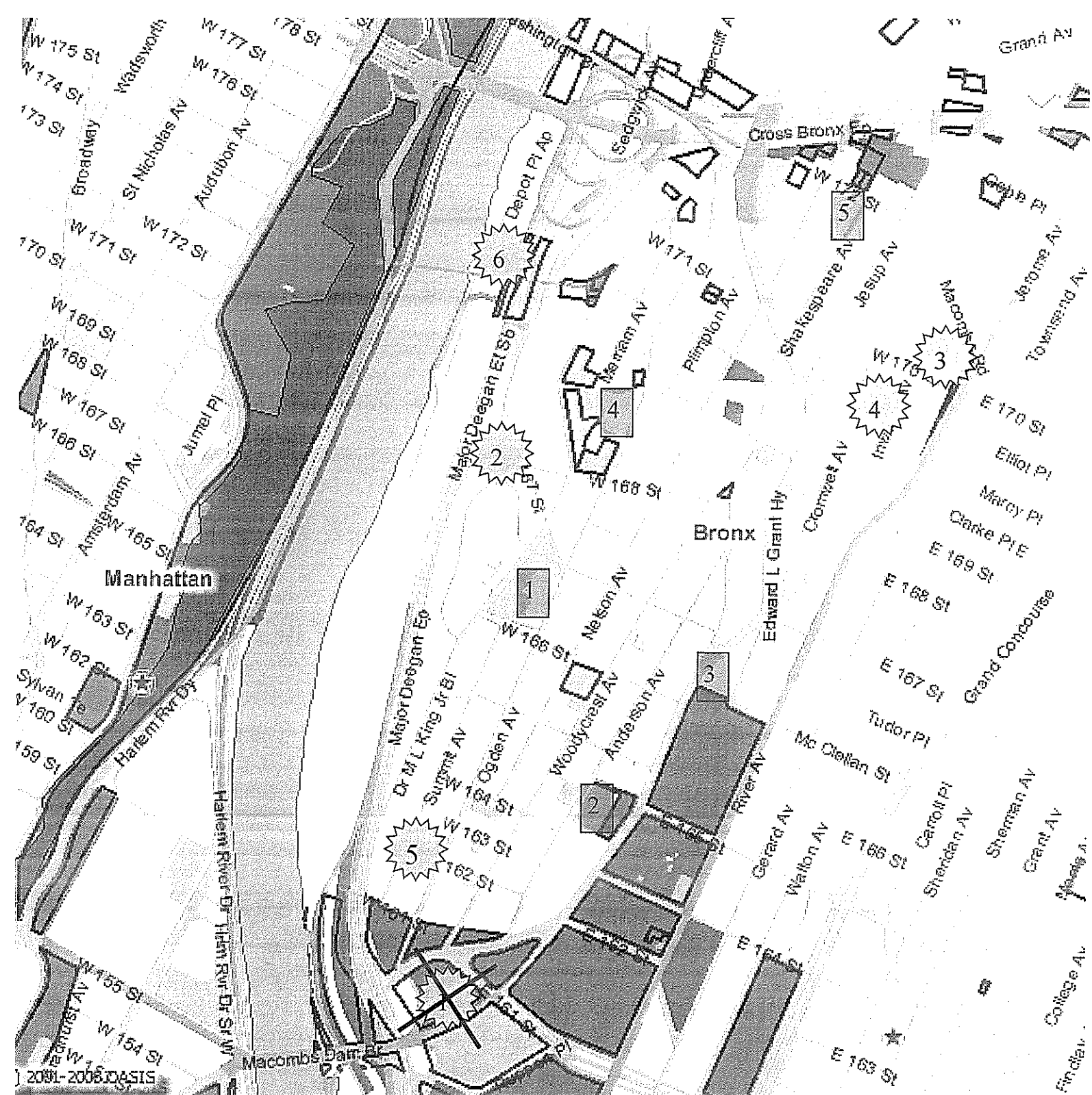
Time: Leaving schools at 430pm marching to school site – 167th (between University & Sedgwick) 445-5pm

Location: All schools to 167th & University Avenue – most will travel down Ogden Avenue

Highbridge United

*Organized by United Parents of Highbridge
979 Ogden Avenue Bronx, NY 10452*

United Parents of Highbridge, Highbridge School Coalition, Highbridge Community Life Center, Highbridge Community Life Center, Alianza Dominicana, Woodycrest Center for Human Development, Child Welfare Organizing Project, Highbridge United/Highbridge Community Housing Development Fund Corporation, Highbridge Voices, Alliance for Progress Inc., The Urban Divers Estuary Conservancy, Latino Pastoral Action Center, Asociacion de Provincas Dominicanas Inc, New York City Civic Participation Project, New Settlement Apartments, New York Council of Malians, Gambian Society, Citizens Advice Bureau, New York Foundling, The Muslim Women's Institute for Research and Development, Samaritan Village, Sacred Heart Church, Friendly Baptist Church, Woodycrest United Baptist Church, Woodycrest United Methodist Church, Mount Hermon Baptist Church, Church of God of Woodycrest Avenue, Masjid Deyaue, St. Francis of Assisi, Sienna House, Reverend Wendell Foster, Highbridge Gardens Tenant Association President Joan Smitherman, PS 11 Parent Association President Lluorkys Veras, PS 73 Parent Association President Marisol Burgos, PS 114 Parent Association President Yonancy Dejesus, PS 126 Parent Association President Donna Jones, PS 73 Principal Mirvil, PS 126 Principal Foster, The United Federation of Teachers (UFT), New York City Councilmember Diane Foster, New York City Councilmember Maria del Carmen Arroyo, New York City Councilmember Robert Jackson, New York State Assemblymember Aurelia Greene, New York State Senator Jose Serrano, Bronx Community Board 4, Bronx Borough President Adolfo Carrion, US Congressman Jose Serrano.



Proposed Sites for Highbridge
Middle/High School



Locations of the 5 Highbridge Public
Elementary Schools

~~1. Yankee Stadium Garage C~~

2. Highbridge Gardens Space

3. Ten Story Building on 170th

4. Old Factory on Cromwell & 170th

5. 979 Ogden Avenue

6. Depot Place Location

1. PS 126 175 West 166th Street

2. PS 73 1020 Anderson Avenue

3. PS 114 1155 Cromwell Avenue

4. PS 11 1257 Ogden Avenue

5. PS 199 1449 Shakespeare Avenue

2. Highbridge Gardens

Location:

- Bronx / Block 2527 / Part of Lot 32
- On the block bounded by West 167th Street, University Avenue (Dr. Martin Luther King Junior Boulevard), and Sedgwick Avenue.
- Prior to conveyance, the lot will be subdivided to create a separate zoning lot.
- Community Board 4

Development Site Area:

Approximately 110,000 square feet. Developers should propose location of the new buildings and accessory parking on the Development Site. Exact Development Site boundaries are to be determined after designation of the Developer. See Exhibit A.2 for general site context and approximate dimensions. Selected Developer will be required to provide a site survey.

Current Use: Vacant land.

New Uses: New construction of two buildings with a total of approximately 200 residential rental units and accessory parking.

Twenty-five percent (25%) of the units will be set aside for NYCHA residents or residents on the NYCHA Section 8 waiting list. Priority will be given to senior households currently residing in under-occupied units at Highbridge Gardens. See Section III (F) (Marketing and Preferences) for further details.

Developers will be required to provide a community room in one of the proposed buildings and a Resident Service Plan (RSP) with a focus on recreational activities for youth and services for seniors. See Section III (B) (Obligations of the Selected Developer) for further details.

Rent Limits: Rents must be affordable at the following levels:

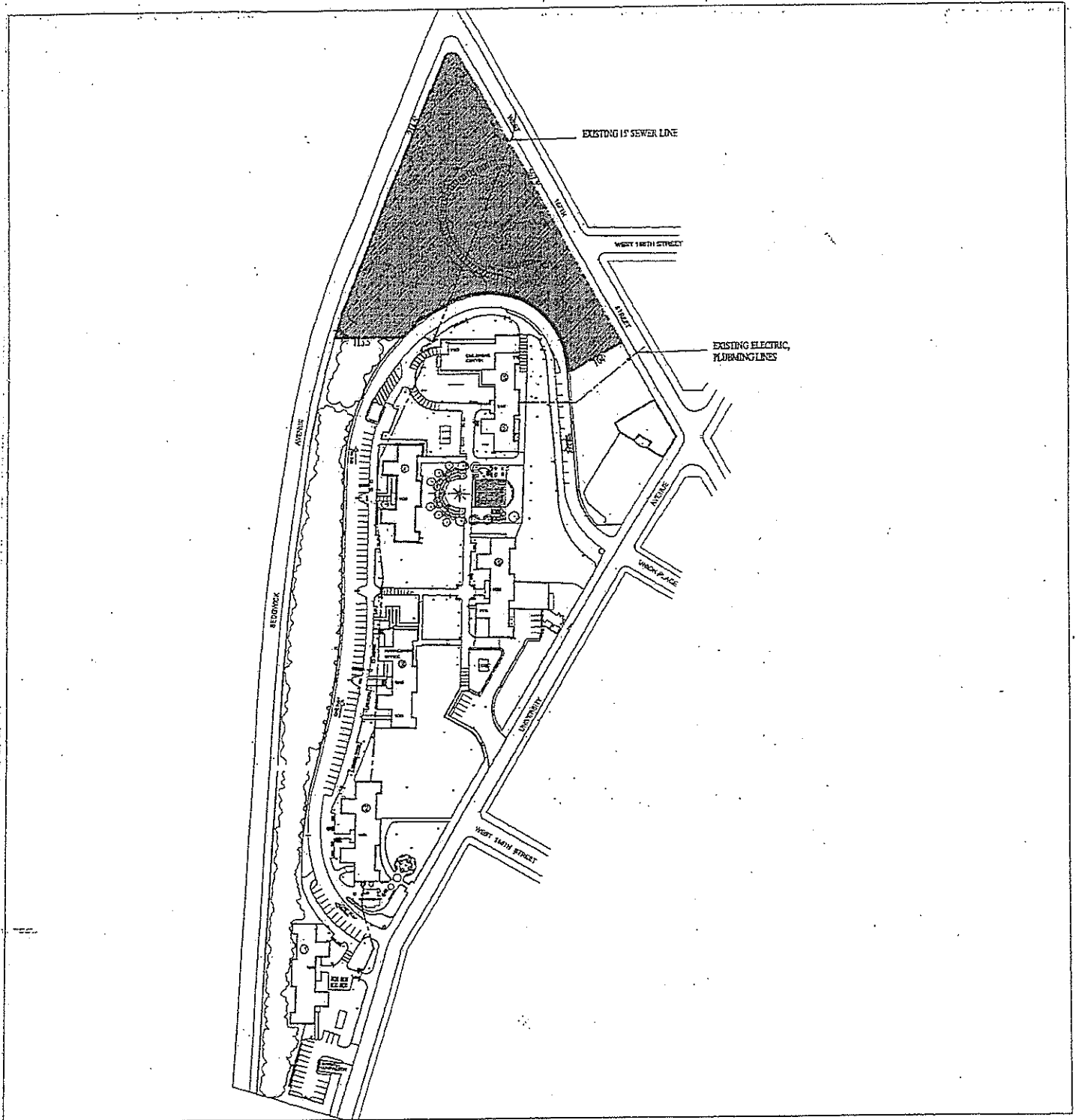
- At least 60% of all units affordable to households earning below 60% AMI.
- For the remaining units, preference will be given to those Applicants who provide a greater mix of income levels at one or more additional affordability tiers above 60% AMI.

Each affordability tier proposed should be no less than a ten percentage point interval and must assume a reasonable marketing band.

Zoning: The site is currently zoned R7-1. Applicants are expected to submit an as-of-right proposal.

Acquisition Price:


The acquisition price will be at least \$10,000 for each dwelling unit built on the Site. Preference will be given to applicants who propose a higher acquisition price.



HIGHBRIDGE GARDENS



LEGEND

 PROPOSED DEVELOPMENT SITE

Highbridge Children Routes to Middle School

From Highbridge to IS 166 (250 East 164th Street, Bronx) 2 BUSES
 BX 13 to 161st Street/River Avenue
 BX 6 to Grant Avenue
 Walk 3 Blocks to Grant and 164th Avenue

From Highbridge to IS 22 (207 E. 167th Street, Bronx) 1 BUS & 1 TRAIN
 BX 13 to 161st Street/River Avenue
 D Train to 167th Street
 Walk 2 Blocks to Sheridan Avenue

From Highbridge to IS 145 (1000 Teller Avenue, Bronx) 2 BUSES
 IS 325
 IS 328
 BX 13 to 161st Street/River Avenue
 BX 6 to Morris Avenue
 Walk 6 Blocks to Teller Avenue

From Highbridge to IS 232 (1700 Macombs Road, Bronx) 2 BUSES
 IS 303
 BX 13 to Edward L Grant and University Avenue
 Walk 1 Block North on University Avenue to BX 3 Stop
 BX 3 to University Avenue and Macombs Road
 School on Macombs Road

From Highbridge to IS 227 (275 Harlem River Park Bridge) 2-3 BUSES
 BX 13 to Edward L Grant and University Avenue Or
 Walk 1 Block North on University Avenue to BX 3 (Depending on location in Highbridge may need to
 BX 3 to West Tremont take BX 13 to BX 11)
 BX 18 to West Tremont and Sedwick Avenue BX 11 to 170th and Jerome Avenue
 Walk down Sedwick Avenue to Harlem River Park Bridge BX 18 to West Tremont and Sedwick Avenue
 Walk down Sedwick Avenue to Harlem River Park Bridge

From Highbridge to IS 117 (1865 Morris Avenue) 1 BUS & 1 TRAIN
 BX 13 to 161st Street/River Avenue
 4 Train to 176th Street/Jerome Avenue
 Walk down E 176th Street to Morris Avenue, Turn Left at Morris Avenue

From Highbridge to IS 219 (3630 Third Ave, Bronx) 2 BUSES & 2 TRAINS
 Fredrick Douglas Academy III or 3 BUSES
 BX 13 to 161st Street/River Avenue
 4 Train to 149th Street Or
 2 Train to 3rd Ave/149th Street BX 13 to 161st Street/River Avenue
 BX 55 to 3rd Ave/E 169th Street BX 6 to 3rd Avenue
 Walk down 3rd Avenue BX 55 to 3rd Avenue/E 169th Street
 Walk down 3rd Avenue

Roundabout route to class

It's exhausting trip for children from Highbridge

By TAMMIE S. SAMUELS

MATTHEW GARCIA gets up at 6 a.m. to ready himself for his hour-long commute — to middle school.

The 10-year-old Highbridge boy has to take three buses from his home on Anderson Ave. to Frederick Douglass Academy III on Third Ave.

"Matthew comes home super-tired," said his mother, Marisol Burgos, 33. "He comes home and goes to sleep. It's hard for him."

With no middle schools in Highbridge, students such as Matthew have complicated and lengthy commutes to school. Community organizers say enough is enough.

"It's an issue of safety. It's very clear there is an imbalance here," said Jesse Mojica, director of education and youth in Borough President Adolfo Carrion's office.

Highbridge is a rapidly growing community of 40,000 residents with five public elementary schools, one public elementary charter school and two private schools.

"The population is growing so much. We need a middle school," said Ocynthia Williams of United Parents of Highbridge.

The city Department of Education sees things differently.

"We do not see a seat need in the neighborhood," said DOE spokeswoman Margie Feinberg. "There are plans for four new PS/IS schools in District 5, which includes Highbridge. Two already are in construction."

The new schools will create 1,890 seats in the district, she said.

But concerned parents said it will not help current middle schoolers who have to venture beyond the Grand Concourse and Cross Bronx Expressway to get to school.

"We have buildings coming up all over the place. The children will come with these families. With more children here, we need a school, no question," said Yolanda Romero, of the Highbridge Community Life Center.

With the DOE's next five-year capital plan on the horizon, community organizers said the time is right to push for a new program.

"Highbridge is a big community," said PS 11 P1A President Llorikys Veras. "Why shouldn't we have a middle school?"

Community groups have already rallied support from local politicians, clergy and parent groups to push the DOE and the School Construction Authority to agree to a middle school.

"We don't want a situation to arise where — God forbid — a child is hurt or some tragedy happens before there's a response," Mojica said. "It's clear that there needs to be a middle school in Highbridge."

tsamuels@nydailynews.com



Highbridge middle-schooler Matthew Garcia, 10, has to take three buses to get to class at Frederick Douglass Academy III on Third Ave. "Matthew comes home super-tired," says his mom.

Photo by Enid Alvarez

November 11, 2007

HIGHBRIDGE

A Muddle Over Middle School

By JENNIFER BLEYER

ON weekday mornings, Lluorkys Veras dresses her four children, takes them by the hand and walks them two blocks from their apartment to Public School 11 on Ogden Avenue in the Highbridge section of the Bronx. But Ms. Veras is dreading what school mornings will be like next year, when her oldest child, Richard, now a fourth grader, will have to travel on two buses to attend Junior High School 166.

Ms. Veras considers the trip of more than a mile, which will take her son across the Grand Concourse, both onerous and dangerous. Like other neighborhood parents, she is angry that Highbridge, with a population of 40,000, does not have its own middle school.

"Ninety percent of parents here are concerned about it, and the 1 percent who aren't, it's because they don't realize until they get a letter saying their kids are transferred to the other side," Ms. Veras said. "We're a big community. Why shouldn't we have a middle school here?"

There are five public elementary schools in Highbridge, serving about 4,000 students. The nearest middle schools are east of the Concourse and north of the Cross Bronx Expressway, requiring either a two-bus trip or a combined subway-and-bus trip.

Opening a middle school has long been discussed in Highbridge, but an organized effort has quickened in recent months. According to The Bronx Times Reporter, a weekly newspaper, a coalition called the United Parents of Highbridge is holding large meetings to promote a middle school, appealing to city education officials and gaining the support of parent associations, church leaders and others.

Margie Feinberg, a Department of Education spokeswoman, said that the School Construction Authority's annual study of school capacity showed that only 81 percent of seats in public elementary and middle schools were filled in District 9, the school district that includes Highbridge, indicating no need for a new middle school.

"The capital plan is a fluid document that does get amended every year," Ms. Feinberg said. "Things can change in a year or two, but as of now, we don't see a need in Highbridge."

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The SCA takes health & safety seriously by adhering to the highest environmental standards

The SCA understands that health and safety questions and concerns may arise during school construction. City, State and Federal agencies may have regulatory authority with respect to the management of environmental issues during construction activity. The information below describes the protocols that the SCA follows to meet legally required standards and protect the school environment.

SCA's Asbestos Abatement in Schools during Construction

Prior to construction, the SCA's Environmental Consultants perform a full review of all available existing data relating to the project. Materials which are historically documented as asbestos-containing material (ACM) or non-ACM are reviewed. Upon completion of the data review, a field survey is conducted that includes collection and analyses of samples. The scope of the asbestos survey is dependent on the type and size of the proposed project and is conducted by certified personnel of pre-Approved, Federal, State and City-Licensed environmental consulting firms. Areas which are documented as ACM or non-ACM, along with the information gathered from the file review, are incorporated into an Asbestos Scope Survey Report.

Upon receipt of the final design drawings for the school, detailed specifications and the final survey and drawings are prepared by SCA's Environmental Consultant. These documents provide the quantities and locations of suspect or known ACM, along with the appropriate methodologies for asbestos abatement.

When construction work begins:

- Asbestos abatement is **never** done when the building is occupied.
- An Independent Environmental Consultant and SCA's Industrial Hygienists provide oversight of the abatement activities
- At the completion of the asbestos abatement, both visual inspection and post-abatement air monitoring are conducted and results are compared to clearance criteria established by federal, state, and city regulations.
- Once air samples meet clearance criteria, at the end of the abatement effort, an additional inspection of the work area is performed by SCA's Environmental Consultant.
- A Re-occupancy Letter is issued by SCA's Environmental Consultant to the principal and custodial staff indicating that abatement has been completed and final air clearance has been achieved.

SCA's Lead-Based Paint Policy during Construction

SCA's policies and procedures are based on the Environmental Protection Agency (USEPA) and Occupational Safety and Health Administration (OSHA) requirements as they relate to lead in construction.

It is the SCA's policy to assume that all interior painted surfaces are coated with lead-based paint. Therefore, all work that disturbs painted surfaces must comply with USEPA and OSHA lead-based paint requirements. Other applicable sections of federal, state and city regulations governing painted building surfaces are also included in SCA's protocol.

When construction work begins:

- Dust control precautions are used to prevent possible spread of dust and reduce worker exposure during construction.
- SCA standard construction specifications require the installation of dust barriers, prior to the start of construction activities, daily cleanup, including wet mopping, wet wiping and HEPA vacuuming.
- *Pre-qualified SCA Environmental Consultants utilizing EPA and DEP Certified personnel perform wipe sampling at the end of construction.* The SCA uses clearance criteria established by the

EPA prior to re-occupancy of classrooms where a child age 6 years or younger may be present, including 1st grade, kindergarten, pre-K classrooms, Lyfe Centers, and also Special Ed and Pregnant Student programs. Depending on the nature of the construction work, common areas such as cafeterias and gyms that are frequented by these students are also tested.

- A Re-occupancy Letter is issued by SCA's Environmental Consultant to the principal and custodial staff indicating that wipe sampling clearance has been achieved.

PCBs in Caulk in Schools during Construction

Polychlorinated biphenyls (PCBs) are a group of man-made chemicals that were used in many building products to increase their strength and flexibility. PCBs were added to caulking and elastic sealant materials, particularly from 1950-1977, meaning that any structure built or renovated during that period of time is likely to contain these compounds. When caulk with PCBs is disturbed, it may produce dust that contains PCBs.

The New York State Education Department (SED) has recently published protocols for properly managing caulk containing PCBs that will be disturbed during building renovation and maintenance. Accordingly, the SCA has developed and implemented stringent dust control practices to minimize the potential exposure to PCB-containing dust during construction:

- SCA applies the new SED protocol to all school buildings built prior to 1985.
- SCA assumes that all caulks present in these buildings contain PCBs.
- SCA employs the same dust control measures for PCBs as is used for lead dust control. The protocols require rigorous dust control measures during the work, followed by cleaning and inspection at the conclusion of every work shift.
- All repairs that disturb caulk, such as window removal and replacement, are conducted by workers who use safe work practices to minimize dust.
- After completion of renovation or demolition that involves the disturbance of caulking material, soil adjacent to the school building is sampled, by a qualified environmental professional to test for the presence of PCBs and remediate if required.

Mold Remediation in Schools during Construction

Mold (commonly referred to as mildew) is a form of fungi and is present almost everywhere in indoor and outdoor environments. Indoors, mold growth is encouraged by warm and humid conditions. Mold needs moisture to grow and becomes a problem only where there is water damage, high humidity, or dampness.

In May 1993, the New York City Department of Health & Mental Hygiene issued guidelines for assessing and remediating indoor mold that are strictly followed by SCA.

When a complaint or concern regarding the potential presence of mold is reported as a result of construction related activities:

- The SCA's trained Environmental Consultants perform an assessment of potential mold growth, water damage, or musty odors in the building. Equipment is also employed to view spaces in ductwork or behind walls, as well as to measure moisture in building materials that may encourage mold growth.
- The SCA's Environmental Consultants conduct a comprehensive field survey of the suspected area and provide a detailed inventory of all effected material.
- Using the information gathered during the field survey, remedial measures are recommended for immediate implementation. These recommendations typically include; thorough cleanup, drying, and/or removal of water damaged material. In all instances, any source of water must be fully investigated and remediated.
- Upon satisfactory completion of the work and final inspection, SCA's Industrial Hygienist issues written notification to school administration that the space is suitable for reoccupancy.

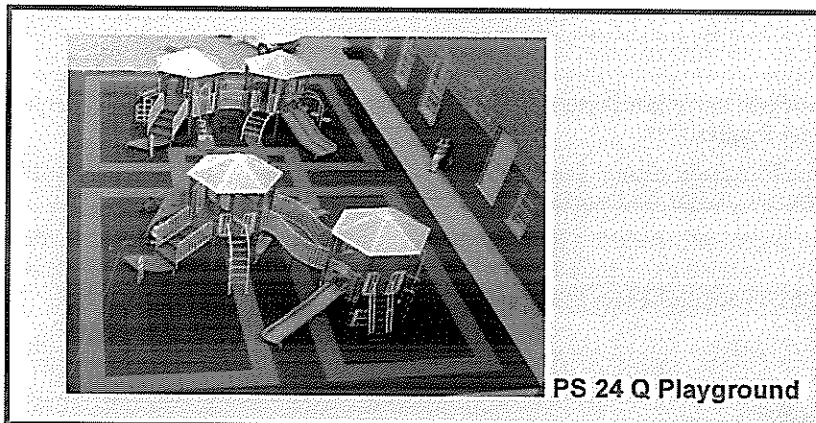
If you have any questions about environmental issues during construction, please email ercmailbox@nycsca.org.

What Are Resolution A Projects?

Resolution A ("Reso A") projects are school-specific capital improvement or enhancement projects that are funded by individual grants from the Borough Presidents or members of the New York City Council. These projects are very important to the school community because they help the Department of Education to enhance facilities in existing school buildings. Once a Borough President or City Council member decides to designate a grant, the School Construction Authority (SCA) is responsible for scoping out the project and overseeing the design and construction.

In past years, Reso A projects have included:

- Auditorium and gymnasium improvements
- Upgrading libraries
- Building science labs
- Refurbishing playgrounds
- Installing security cameras
- Providing mobile science carts
- Supplying technology and equipment



Potential Reso A Projects

Reso A projects can take several months to construct and the school may need to vacate the space for the duration of construction. It's also important to know that construction projects may require extensive asbestos abatement. If this is the case, the funding for the project must come along with funding for asbestos abatement. Also, the Facilities Team at the Integrated Service Center (ISC) must approve any project that would change the use of a school room.

This list serves only as a guide to assist in the selection of a project for your school needs.

Auditorium Upgrade - may include some or all of the following:

- Sound and projection systems
- Stage lighting
- House lights
- Seating (restoration is recommended over replacement)
- Floor replacement

NYC DEPARTMENT OF EDUCATION

- Stage and window curtains: stage curtains are a costly item; they must be fireproof and their replacement must also include replacement of the rigging system.

Gymnasium Upgrade - may include some or all of the following:

- Lighting
- Bleachers
- Floors
- Backboards and other equipment
- Sound system

Library

- **Upgrade:** May include furniture, data lines, floors, some electrical work, and computer equipment.
- **New:** May include all new walls, floors, and electrical wiring, furniture, and data lines.
- **New:** Creation of a totally new library may require combination of two or more rooms and require Integrated Service Center (ISC) Facilities Team approval.

Science Lab

- **Upgrade:** May include the refurbishment of existing furniture, upgrading the gas, electric, and water lines, new floors, and lighting fixtures.
- **New:** Middle schools usually require demonstration labs. This is a classroom with a demonstration table containing gas, electric, water, and a preparation area.
- **New:** High Schools generally require a Science Suite. This includes a demonstration lab, full science lab, and a preparation room. Construction of such a suite may require the combination of several classrooms and Integrated Service Center (ISC) Facilities Team approval.

Playground - may include some or all of the following:

- Playground equipment
- Safety matting
- New pavement: if the pavement is cracked or damaged, the pavement will need to be removed and resurfaced.
- Subsurface and drainage: if the pavement has depressions, or if the drains do not function, it may be necessary to excavate the area, determine the cause of the problem, and possibly replace the drain lines and backfill the area.

Security Cameras

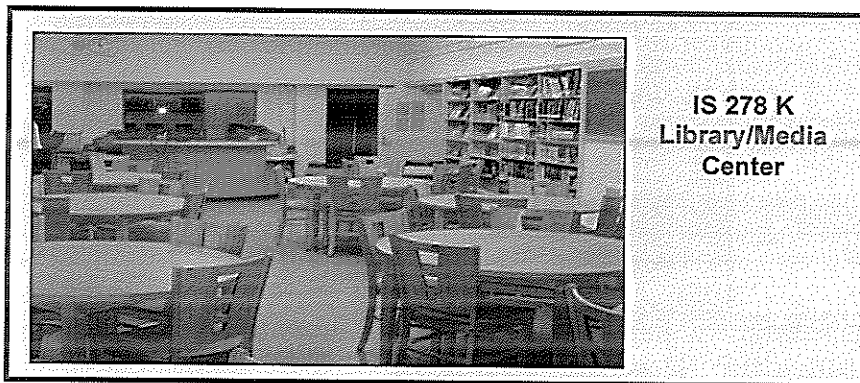
Mobile Science Carts

- Technology based science curriculum provided on a mobile cart with handheld probes and science based software.

*Technology**

- Mobile computer carts
- Smart Boards
- Desktop computers: the school should have a secure room with adequate electrical receptacles for charging.

*For more information on technology projects, e-mail ResoA@schools.nyc.gov



Budget Timeline

▪ April	School notified by elected officials
▪ June	City budget negotiations and approvals
▪ July	City budget year starts
▪ Aug/Sept	Program under review for capital eligibility and funding
▪ October	SCA receives final budget authorization from the Office of Management and Budget
▪ November	SCA begins scope/design process; project begins (see average months for delivery below)

Project Milestones

- **Scope:** The designer meets with the school administration to discuss the project specifics. The designer will produce a scope report that defines work to be performed, preliminary cost estimate, design, and construction time duration
- **Design:** Complete set of construction/contract documents for the Bid and Award process
- **Phasing schedule:** Work hours are determined and areas to be used by the contractor established (estimated 3:30pm start time for interior work)
- **Bid and Award:** Public advertising, bid opening, and award of contract
- **Construction:** Project mobilization begins and includes preconstruction meetings, permitting, and site safety plan, etc.

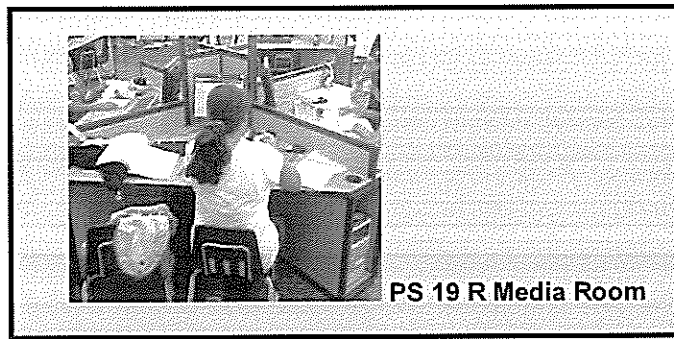
Technology purchases do not follow this process and may be ordered immediately upon SCA receiving budget authorization.

Cost and Timeframe Estimates

<u>Project Type</u>	<u>Average*</u>	<u>High*</u>	<u>Average months for delivery</u>
Auditorium (upgrade)	\$ 400,000	\$1,400,000	22
Gymnasium (upgrade)	\$ 300,000	\$ 550,000	20
Library	\$ 550,000	\$1,500,000	20
Science Lab (upgrade)	\$ 600,000	\$ 950,000	20
Science Lab (new**)	\$2,500,000	\$4,000,000	20
Playground	\$ 400,000	\$1,100,000	18
Security Cameras	\$ 550,000	\$1,000,000	12
Mobile Science Carts	\$ 50,000	\$ 65,000	6

*Average and high costs based on 2005, 2006, 2007 and 2008 figures (provided as general guidelines)

**Costs are dependent upon grade level and number of rooms



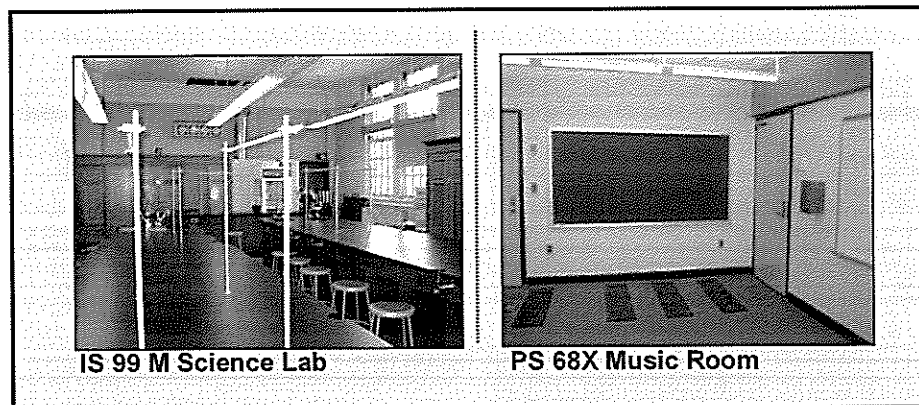
Capital Eligibility for “Reso A” Projects

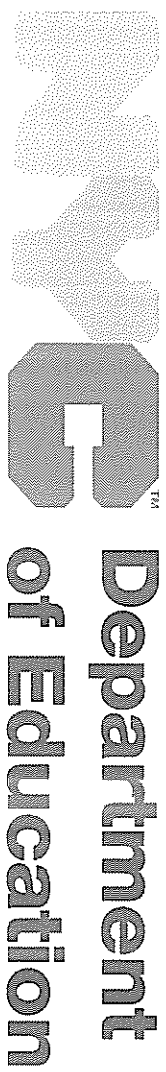
The following is a list of criteria that establish capital eligibility for “Reso A” projects:

- All grants must be a minimum of \$35,000.
- Capital construction projects must provide a permanent enhancement to the facility.
- All equipment must have a lifespan of five years.
- Technology grants must be used to purchase networkable desktops, laptops, and/or Smart Boards that access the facilities LAN System.
- Window air conditioning projects are only capital eligible if every classroom and office, excluding Public Assembly spaces, in the building are retrofitted; thus creating a building-wide air conditioning system.

The following are examples of projects/items that are not capital eligible and cannot be funded through the “Reso A” program:

- Window air conditioning units
- Library books
- Loose classroom furniture
- Photocopiers
- Software
- Toner cartridges and other technology based supplies
- Subscriptions
- Staffing
- After school programs





Building on Success FY 2010 – 2014 Five Year Capital Plan



New York City Council Hearing

December 2, 2008

FY2010 – 2014 CAPITAL PLAN PRIORITIES

Address capacity need on a neighborhood basis

Ensure the stability of our existing facilities

Continue Instructional Enhancement Program

Allocate limited resources effectively



Department of
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FY2010-14 PLAN COMPONENTS

Capacity: \$5.2 billion

Capital Investment: \$6.1 billion

Total: \$11.3 billion

Note: Assumes equal City and State funding



Department of
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Joel I. Klein, Chancellor

CAPACITY - \$5.2 Billion

New Capacity:

\$3.7 billion

(25,142 seats, including roll over (approximately 8,000))

Charter/Partnership

\$210 million

Replacements:

\$1.3 billion

(Schools w/expiring leases--assuming 1/3 sites being replaced)



Joel I. Klein, Chancellor

NEW CAPACITY

Total 5th Plan new seat creation through new buildings: 25,142

(includes 4th Plan rollover)

- > PS/IS seats: 22,471
 - Manhattan
 - Bronx
 - Brooklyn
 - Queens
 - Staten Island
- > IS/HS seats: 2,671
- > Rollover from 4th Plan: ~ 8,000 seats

Additional Planning Factors to Meet Projected Need:

- > Facility Realignment Strategies
(Created through new school or charter placement, enrollment adjustments, reconfiguring existing facilities)
- > In process from 4th Plan: ~ 34,000 seats



Department of
Education

Joel I. Klein, Chancellor

CAPACITY PROGRAM

Determining need

- > Analysis based:
 - District wide (capacity, enrollment & housing)
 - “Neighborhoods” within district

Identifying solutions

- > Reduce overcrowding in our schools by realigning the space within existing facilities to better meet the needs of our students.



Department of
Education

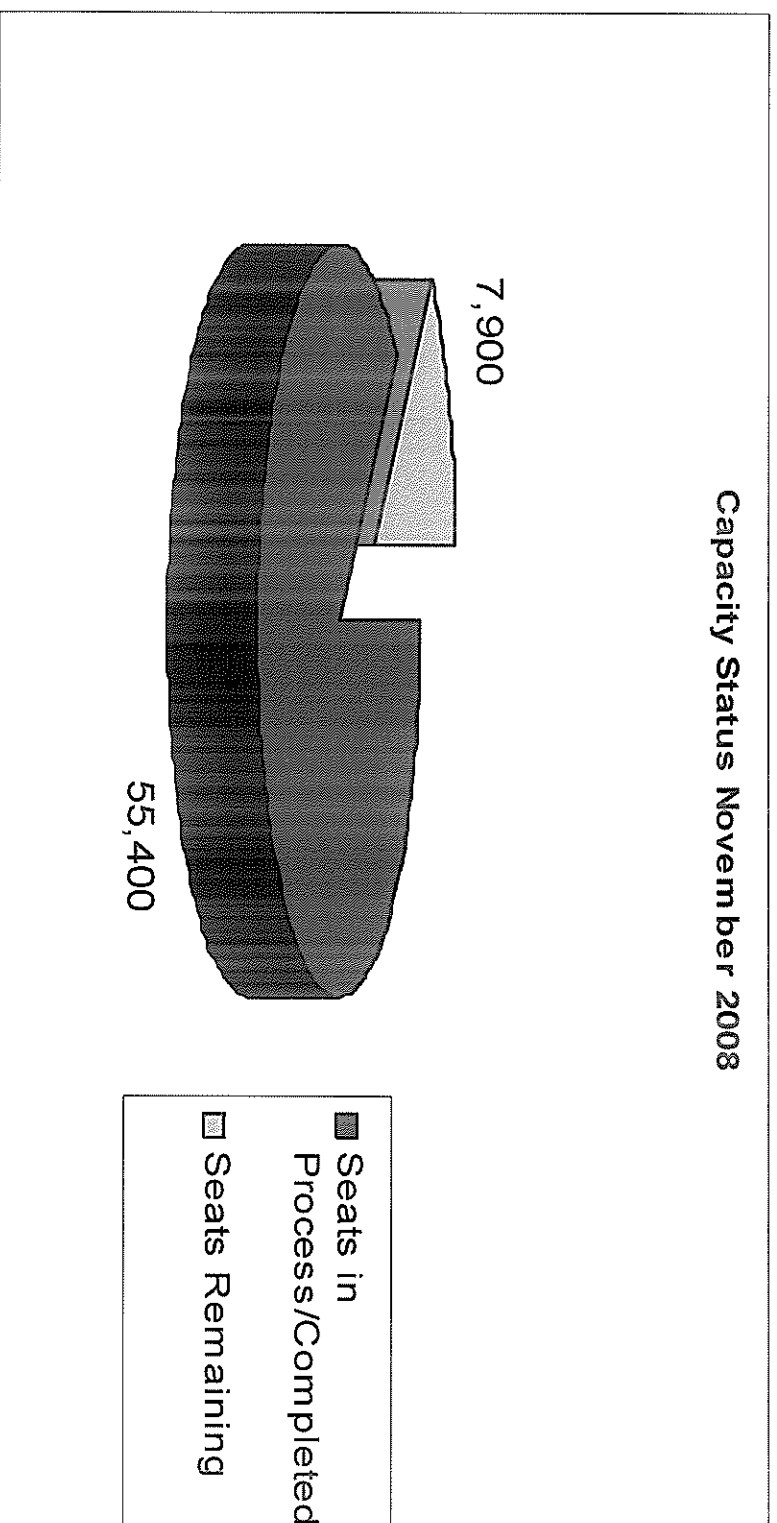
Joel I. Klein, Chancellor

**FY2010 - 2014 CAPITAL PLAN
PS/IS RECOMMENDATIONS BY NEIGHBORHOOD**

DISTRICT	# OF SEATS RECOMMENDED	NEIGHBORHOOD
MANHATTAN		
2*	681	Tribeca/Village
	1,127	Chelsea/ Midtown West
	738	Flatiron/Gramercy/Murray Hill
	500	Upper East Side
BRONX		
8*	318	Pelham Bay / Edgewater Park / Throgs Neck
9*	389	Highbridge
10*	738	Spuyten Duyvil, Riverdale, Fieldston, North Riverdale
	416	Kingsbridge, Norwood, Bedford Park
11	1,476	Van Nest / Pelham Parkway
BROOKLYN		
13	416	DUMBO/ Navy Yard/ Fort Greene
14	738	Williamsburg/ Greenpoint
15*	738	Sunset Park
	738	Park Slope
20*	1,476	Owls Head Park, Bay Ridge
	1,154	Dyker Heights
22*	738	Flatlands/ Midwood
QUEENS		
24*	2,214	North Corona, South Corona, Lefrak City, Elmhurst
	416	Glendale, Ridgewood
25	416	Beechhurst, College Point, Whitestone
	738	Flushing, Murray Hill, Willets Point
26*	416	Bayside and Auburndale
27*	951	Ozone Park, South Ozone Park, Flushing Hill, Woodhaven
28*	645	Rego Park, Forest Hills, Kew Gardens, Jamaica
	738	East Elmhurst / Jackson Heights
30	1,154	Woodside / Sunnyside
	1,154	Long Island City / Ravenswood
STATEN ISLAND		
31	832	South Shore
	416	New Dorp

* Includes seats carried over from 2005 - 2009 Capital Plan

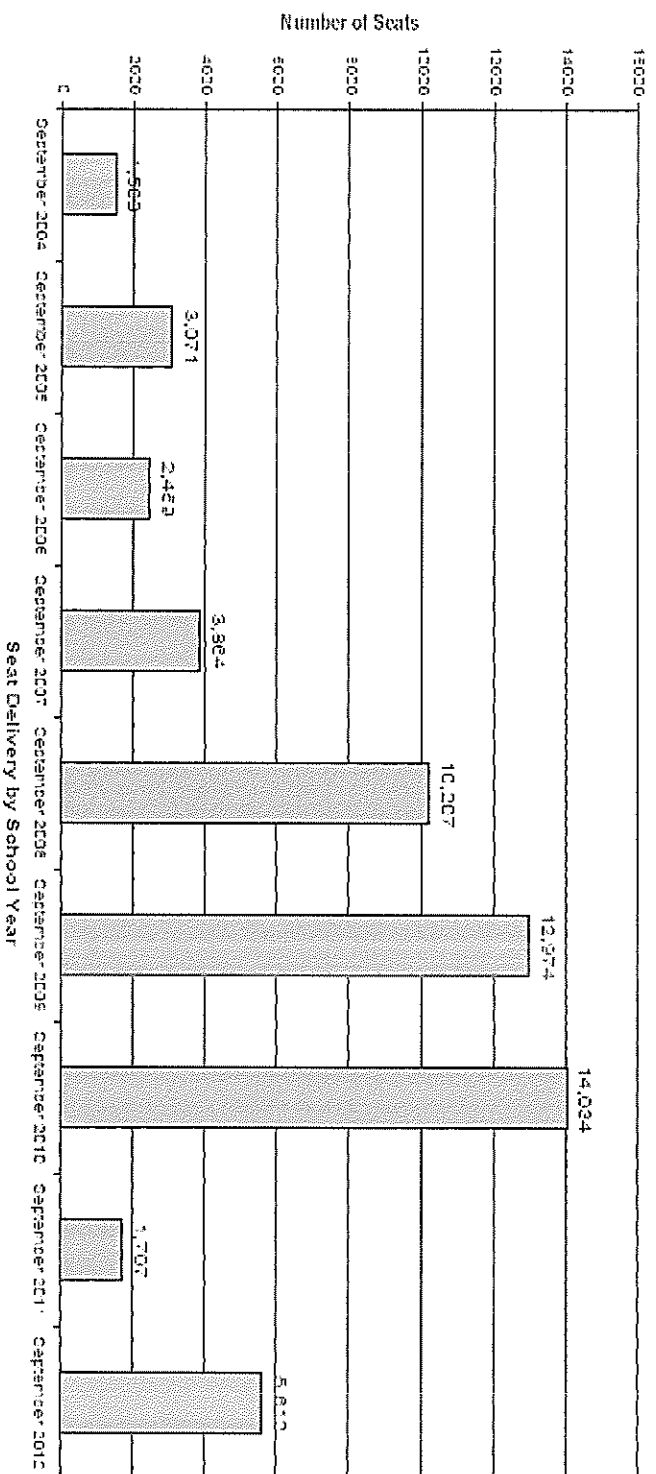
CURRENT FY 2005 – 2009 CAPITAL PLAN CAPACITY STATUS



FY2005 – 2009 CAPITAL PLAN CAPACITY SCHEDULE

NYC Department of Education

Anticipated Capacity
Created Through FY 2005 - FY 2009 Capital Plan
(Does Not Include 7,500 seats Rolled Over to FY 2010 - FY 2014 Capital Plan)
Data as of 12/15/2008



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Education
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CAPITAL INVESTMENT - \$6.1 Billion

Capital Improvement Program:

- > Addresses only the most urgent conditions (primarily projects rated 5 under BCAS)

\$ 2.2 billion

Children First Initiative:

- > Technology & Facility Enhancement Programs

\$ 1.7 billion

Mandated Programs

- > Remediation/Code and Fixed Programs

\$ 2.2 billion



Department of
Education

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INFORMATION USED TO DEVELOP PLAN

The following data were used in developing elements of the Capital Plan and are available on the SCA or DOE Websites:

- > Enrollment Projections
- > Projected Housing Starts and Rezoning Projects
- > Projected Public School Ratio (Housing Multiplier)
- > Enrollment, Capacity and Utilization Report (Blue Book)
- > Facilities Realignment Strategies Prospectus
- > Building Condition Assessment Survey



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PROCESS ENHANCEMENTS INITIATED UNDER FY2005 – 2009 CAPITAL PLAN

Plan Approval Process:

- > CEC Review
- > Council Briefings
- > Public input process

Communication

- > Reso A Brochure
- > Environmental Fact Sheet

Plan Implementation:

- > Vendor Access System
- > Change Order System
- > Value Engineering Program



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CAPITAL PLAN APPROVAL PROCESS

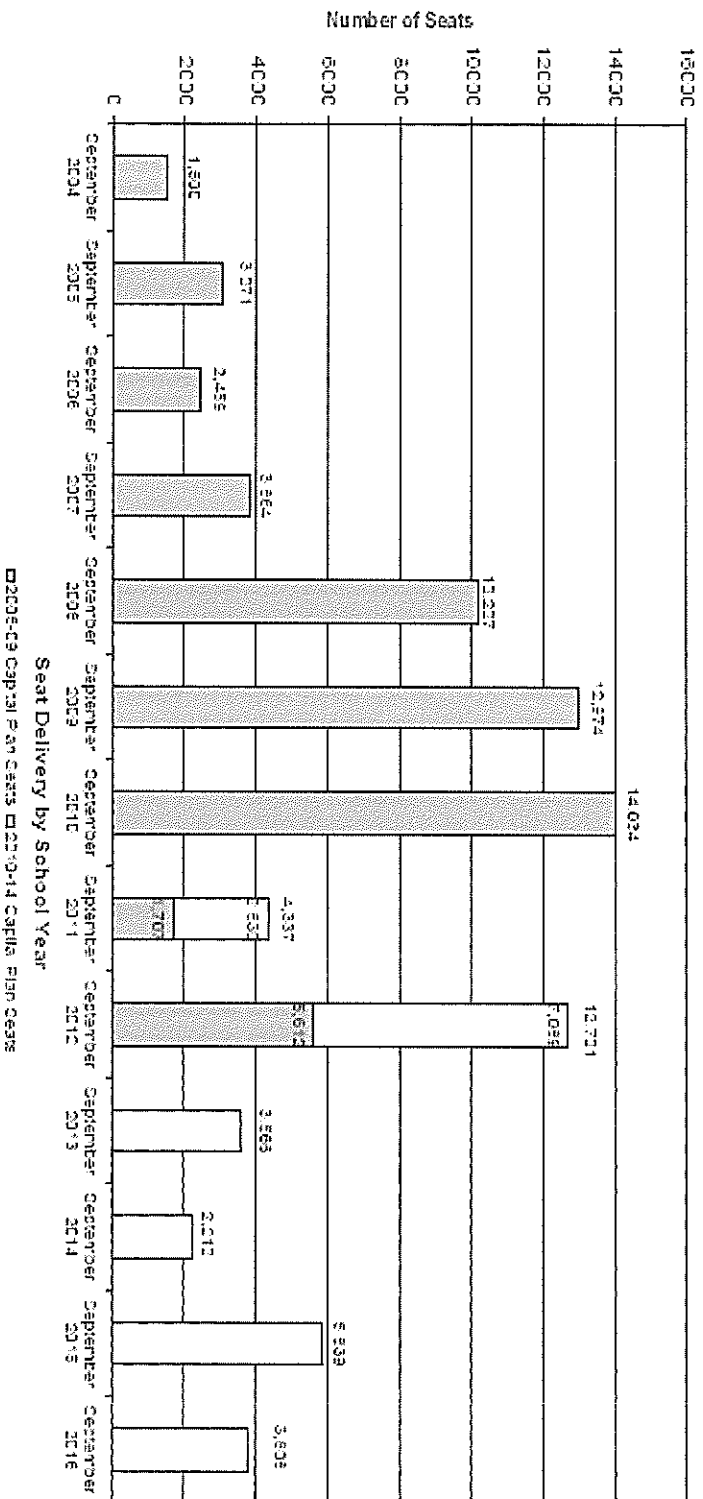
November:	Draft 5th Plan released
November – January:	Public outreach
January 9th:	CEC Comments Due
February:	Second draft released Panel approval
March:	Submit to City Council
June:	Council votes to adopt Plan



Department of
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TWO CAPITAL PLANS – 80,500 SEATS

NYC Department of Education
 FY 2005- FY 2009 Capital Plan and FY 2010 - FY 2014 Capital Plan
 Anticipated Capacity
 Data as of 12/15/2009



**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Braulio Acucia

Address: 1314 Elder Ave. Apt. 3A Bronx, N.Y., 10472

I represent: The Northwest Bronx Community & Clergy

Address: 103 E. 196th St. Bronx NY 10468 Coalition

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☒ in opposition

Date: 12/2/08

(PLEASE PRINT)

Name: Robert Moore

Address: _____

I represent: Make the Road NY

Address: 80 Grove St. Brooklyn

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: 12/2/08

(PLEASE PRINT)

Name: PETER J. CALANDRELLA

Address: CEC 31

I represent: CEC 31 (STATEN ISLAND)

Address: _____

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____
☐ in favor ☐ in opposition

Date: 12-2-08

(PLEASE PRINT)

Name: William Reinisch

Address: 200 Riverside Blvd, NY NY 10069

I represent: PS199 + PS199 Pacht at Local

Address: 70th St NYC

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____
☐ in favor ☐ in opposition

Date: 12/2/08

(PLEASE PRINT)

Name: Ann Kjelberg

Address: 107 Bank NY 10014

I represent: PS PAC

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____
☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Dan Golub (or Sarah Punitz)

Address: _____

I represent: Manhattan BP Stanger

Address: _____

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____
☐ in favor ☐ in opposition

Date: 12/2/08

(PLEASE PRINT)
Name: M. Michelle Lipkin
Address: 205 WEST END AVE #10H
I represent: PS 199 / DISTRICT 3
Address: 270 WEST 70TH ST

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____
☐ in favor ☐ in opposition

Date: 12.02.08

(PLEASE PRINT)
Name: Dany Israel
Address: 225 W. 34TH ST
I represent: The Center for Arts Education
Address: 225 W-34TH ST

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____
☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)
Name: Joel Rivera
Address: 14 WEST 170TH STREET
I represent: Latino Pastoral Action Center / Highbridge United
Address: 14 WEST 170TH STREET

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: George Rivera

Address: 1420 Anderson Ave

I represent: United Parents of Highbridge / PS 73

Address: 979 Ogden Ave

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Chauncey Young

Address: 1177 Anderson Ave Apt 4F

I represent: United Parents of Highbridge / Highbridge United

Address: 979 Ogden Avenue

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: Dec 2, 2008

(PLEASE PRINT)

Name: Leonie Harrison

Address: _____

I represent: Class Size Matters

Address: _____

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: 12/2/08

(PLEASE PRINT)

Name: Jacqueline Berry

Address: _____

I represent: CFC 7

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Matt Borden

Address: _____

I represent: Assemblymember Glick

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Dara Adams

Address: _____

I represent: Congresswoman Maloney

Address: _____

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

Name: Jamie Smarr (PLEASE PRINT)

Address: DOE

I represent: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

Name: Kathleen Grimm (PLEASE PRINT)

Address: _____

I represent: DOE

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

Name: Sharon Greenberger (PLEASE PRINT)

Address: _____

I represent: DOE / SCA

Address: _____

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Richard Forkas

Address: UFT - Vice President
Middle Schools

I represent: _____

Address: 50 Bway

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Randi Weingarten

Address: UFT - President

I represent: 50 Bway

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: Dec 2, 08

(PLEASE PRINT)

Name: Tricia Joyce

Address: 140 Nassau St.

I represent: Overcrowding Committee

Address: _____

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: 12.2.08

(PLEASE PRINT)

Name: Liza E. Biscetta-JAMES

Address: 110 William St

I represent: Campaign For Fiscal Equity

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Sharon Greenberger

Address: SCA

I represent: SCA

Address: 50-30 Thomson Ave.

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: 12-2-08

(PLEASE PRINT)

Name: Robert Moore

Address: _____

I represent: Make The Road NY

Address: Bushwick, Brooklyn

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☒ in opposition

Date: Dec. 2 2008

(PLEASE PRINT)

Name: Joseph Mugivan

Address: _____

I represent: Advocate for School Indoor Air Quality

Address: 231 Manorhaven Blvd. Port Washington, NY

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

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