



**Testimony of the New York City Department of Education and the New York City School Construction Authority on the FY2018 Executive Capital Budget**

**Before the New York City Council Committee on Education**

March 8, 2017

*Elizabeth Rose, Deputy Chancellor, Division of Operations*

INTRODUCTION & OVERVIEW

Good afternoon Chair Dromm and Members of the Education Committee. My name is Elizabeth Rose, Deputy Chancellor for the Division of Operations at the New York City Department of Education (DOE). I am joined by Melanie La Rocca, Chief of Staff and Executive Director of the New York City School Construction Authority (SCA). We are pleased to be here today to discuss the proposed February 2017 Amendment to the FY2015-2019 five-year Capital Plan. Since the last time we appeared before you to discuss the Plan, we have opened 29 sites, creating almost 5,700 new seats for our students, and we are on track to open 24 locations next September, for a total of over 8,000 seats in the 2017-2018 school year, including new Pre-K sites. We are grateful to the City Council for its strong support and generous funding to our schools.

The Proposed Amendment will allow us to site and create new capacity in districts with persistent or projected overcrowding and also continues to fund key Administration priorities to create additional high-quality full-day Pre-K seats, remove all Transportable Classrooms Units (TCUs) from the system, and reduce class sizes. Additionally, the Plan targets much-needed improvements to our aging infrastructure. The proposed \$15.5 billion Capital Plan contains over \$600 million in new funding from the Spring 2016 Adopted Amendment. Main program increases include funding for additional Pre-K seats, Hurricane Sandy reimbursements, City Council, Borough President funding, and Replacement, Accessibility, and School Based Health Center funding.

The proposed FY2015-2019 Capital Plan Amendment is funded by State and City tax levy and \$783 million in proceeds from the New York State Smart Schools Bond Act (SSBA). The DOE's proposed allocation of Smart Schools Bond Act proceeds, known as the Smart Schools Investment Plan (SSIP), allocates funds to technology, Pre-K for All capacity, and removal of TCUs, and is available on the DOE's Web site. The SSIP was submitted to the State for approval. We expect to hear back from the Smart Schools Bond Act Review Board in the weeks ahead.

CAPITAL PLANNING PROCESS

As you are aware, we developed an annual amendment process beginning with the FY 2005-2009 Plan. Regularly reviewing our Capital Plan allows us to identify emerging needs quickly and gives us the opportunity to make changes as necessary.

To track changing needs, we conduct an annual Building Condition Assessment Survey (BCAS), in which we send architects and engineers to evaluate our approximately 1,400 buildings (excluding TCUs and other buildings that do not have student capacity). This survey generates our needs for Capital Investment projects to maintain our buildings in good repair.

We also annually update enrollment projections. These projections incorporate data on birth rates, immigration rates, and migration rates from various City agencies. Additional agencies provide statistics on housing starts and rezoning efforts. Using a broad range of sources provides a complete view of potential student demand, and annual updates allow us to make timely adjustments when there is a sustained increase in student population in one part of the City or a decline in student population in another. These enrollment projections, which are performed on a district and sub-district level, help inform our need for new capacity projects.

In addition to evaluating our school buildings and student population, public feedback plays a crucial role in our capital planning process. Each year, we undertake a public review process with Community Education Councils (CECs), the City Council and other elected officials, and community groups. We offer every CEC in the City the opportunity to conduct a public hearing on the Plan and we partner with individual Council Members and CECs to identify local needs. Your insights in this process are essential, and we look forward to our continued partnership.

#### FY2015-2019 CAPITAL PLAN AMENDMENT HIGHLIGHTS

The proposed 2017 Amendment includes \$5.9 billion for capacity, \$6 billion for capital investment, and \$3.6 billion for mandated programs.

#### Capacity Program

The proposed FY2015-2019 Plan Amendment creates over 44,000 seats that will address overcrowding as well as two Administration priorities: Pre-K for All expansion and a Class Size Reduction Initiative.

Of the \$5.9 billion allocated to capacity, \$4.5 billion is dedicated to creating more than 44,000 new seats through an estimated 84 projects within school districts experiencing the most critical existing and projected overcrowding. Seventeen projects have been identified since we last testified on the Capital Plan, including a middle school at 48<sup>th</sup> Street in District 30, Francis Lewis High School Annex, and an elementary school at Targee Street in District 31.

The Proposed 2017 Amendment continues to identify a seat need of approximately 83,000 seats, which is partially attributable to the recommendations of our community partners on the Blue Book Working Group, who voiced long-standing concerns regarding the way school space is used, and how capacity is measured and reflected.

The Amendment also includes \$800 million for Pre-K for All seats, an increase of approximately \$130 million from the 2016 adopted budget, which will create more than 8,300 new seats across the City.

In addition, \$142 million has been allocated to replace facilities where leases expire during this Plan.

Finally, \$490 million is allocated in our Class Size Reduction Program to build additions or new buildings near school buildings that would significantly benefit from additional capacity. This program recognizes the need for targeted investments in areas of the city that may be geographically isolated and have unfunded seat need. Schools in these areas may also have a high rate of utilization and TCUs. Under this program, three projects are currently under design in District 11 in the Bronx, District 19 in Brooklyn and District 29 in Queens.

### Capital Investment

Over 60 percent of the \$6 billion Capital Investment allocation, which includes Resolution A projects, will address the buildings identified in our annual building survey as most in need of repair, such as roof and structural repairs, safeguarding our buildings against water infiltration, and other facility projects. The Capital Investment category also includes funding for upgrades to fire alarms, public address systems, and removal of TCUs.

More specifically, \$405 million has been allocated to remove TCUs and redevelop the yard space where the TCUs had been located. We have removed 100 TCUs and have developed plans to remove 109 more, leaving a remaining balance of 145 TCUs not yet slated for removal. It is important to note that the removal schedule is contingent upon capacity constraints within the area and the input of local school communities.

The remaining nearly 40 percent, or \$1.5 billion, will go toward School Enhancement projects. The two main programs in this categories are Facility Enhancements and Technology.

The proposed 2017 Amendment includes approximately \$875 million for facility enhancements. Some of the highlights of the program include electrical upgrades to facilitate installation of air conditioners, bathroom upgrades, accessibility projects, upgrades to instructional spaces in existing buildings, such as the restructuring of classrooms, the creation of health centers in our Renewal Schools, safety and security upgrades, and a program to renovate existing school cafeterias to better align our existing facilities with SchoolFood's mission of promoting healthy and attractive food choices to our students. As a part of a broader commitment to support students in temporary housing, nearly \$20 million in capital is committed to build health centers at the schools with the highest concentrations of homeless students.

In order for our students to become college and career ready in a digital and information age, we will make certain that technology upgrades remain a priority in the Proposed Amended Plan. We are committed to bridging any existing gaps in technology in our schools in order to implement the

Administration's instructional priorities of Computer Science for All, as well as other programs including the Software Engineering Pilot Program and Advanced Placement Computer Science courses.

Specifically, over 75 percent of the \$654 million of the technology spending under this Plan will build on our school buildings' core technology infrastructure. This funding allows us to continue to transform our school environments from industrial age to information age schools where learning can be customized to each child's unique needs. Over the course of the Plan, essential upgrades and incorporation of next-generation broadband, wireless, and learning technologies are planned for all school buildings.

As part of the technology program, approximately \$145 million will be invested in upgrading legacy systems, such as student information systems, improving enterprise-level learning platforms, developing new data systems, and upgrading business operation systems in support of school needs.

#### Mandated Programs

The total cost to support the City's effort to remove and replace all polychlorinated biphenyl (PCB)-containing lighting fixtures throughout the entire school system was \$1 billion, about half of which was covered by the previous five-year Capital Plan, and the remaining half in the current Plan. I am particularly pleased to say that this long-term project was completed in December 2016, five years ahead of the original schedule. We are grateful to the Council for its support in this effort.

The Mandated Programs category also includes approximately \$750 million for boiler conversions in approximately 110 buildings currently using Number 4 oil. The remaining funds are assigned to cover other required costs, including insurance and completion of projects from the prior Plan.

#### CONCLUSION

We understand that the public school system as a whole continues to experience pockets of overcrowding, and we are working to address these concerns through new school construction. We remain focused on remedying these issues and will continue to rely on your feedback and support as we do so.

Our annual capital planning process has already benefited significantly from your input, and our students have benefited from your generous support of capital projects. With continued collaboration and tens of thousands of seats slated to come online over the next five to seven years, we remain confident that the expansion and enhancement of school buildings across the five boroughs will improve the educational experiences for the City's 1.1 million school children as well as the teachers and staff who serve them.

Thank you again for allowing us to testify today and we would be happy to answer any questions you may have.





FOR THE RECORD

TESTIMONY OF  
THE UNITED FEDERATION OF TEACHERS

BEFORE THE  
NEW YORK CITY COUNCIL  
COMMITTEES ON FINANCE & EDUCATION

REGARDING THE FY2018 EDUCATION CAPITAL PLAN

MARCH 8, 2017

The United Federation of Teachers wants to thank the City Council for devoting its time and energy to reviewing the proposed education capital plan separate and apart from the expense budget. Providing a quality education isn't just about ensuring teachers are given a solid curriculum and classroom resources; the buildings themselves have to be safe and provide a nurturing environment where any one of us would want to work and send our kids. Students and educators deserve classrooms with ample lighting, functional heat and air conditioning, and up-to-date technology. They also deserve classrooms that can accommodate small class sizes and hallways free from overcrowding.

We are proud of the work that we do in collaboration with the Department of Education, the School Construction Authority and the City Council to improve our school facilities. One of our many collaborative projects is the creation of school-based health clinics in two of our amazing Community Learning Schools. These clinics will even include vision clinics — the first of their kind in New York State. Meaningful projects like these can have immediate benefits in the lives of our students and their families. We hope additional state and local funding will allow for more of these important projects in the years to come.

We recognize the complex nature of designing and implementing a capital plan for a school system as large and diverse as New York City's. Many of the city's aging school buildings require a high level of maintenance. Of course, there are visible signs of this work when contractors put up scaffolding to replace windows and roofs, but most of the work goes unseen. Seen or not, however, every bit of it is vital. For example, just this past year, the billion-dollar multi-year effort to replace lights laden with toxic PCB chemicals in over 750 schools was completed ahead of schedule thanks to the commitment of Mayor de Blasio, the City Council and the hard work by the DOE and School Construction Authority. Projects like these improve the lives of our students.

We offer this testimony today to urge the City Council to support increased investment in the capital plan, to address critical maintenance needs and keep modernization projects on track. What's more, investments in additional education initiatives — such as the aforementioned school-based health centers — must remain a priority.

That work begins with making headway on smaller individual repair projects that will make an outsize improvement in children's lives. If you talk to teachers, they'll tell you that targeted quality-of-life improvements and facility enhancements — fixing a bathroom stall, a broken classroom heater or a blinking overhead light — can make an immediate difference. Sometimes it

only takes something as simple as replacing a group of water-damaged ceiling tiles, or repairing playground equipment or a broken water fountain to make kids feel that you're investing in them. Even sprucing up a dark hallway with a brighter, warmer paint color can make a school a more inviting place to be. There's a direct relationship between the condition of a building and how safe and nurturing the school's environment feels. We are sensitive to the use of capital funding and its restrictions so we urge the council, in cooperation with the Mayor, to increase the maintenance funding to help address these small-but-important problems. We also urge the DOE and School Construction Authority to start developing capital programs that can address these quality of life issues. The current upgrade of student bathrooms in the current capital plan is an important comparable initiative.

On a larger level, we have to keep chronic overcrowding and stubborn class size issues in mind. There are a number of indicators that need to be addressed as part of the oversight of this year's capital plan amendment. Perhaps most pressing is the need to manage and accommodate the thousands of new students that we can expect to come through our doors in the coming years. It seems everywhere you look around the five boroughs, new residential construction is underway in every shape and form.

Overcrowded schools and rising class sizes are already a fact of life in neighborhoods across this city, as you well know. As the city moves forward with its capital planning, additional elementary school capacity needs to be addressed in every neighborhood where these residential projects take place. It only takes a dozen or so new apartments to put additional burdens on a neighborhood public school, to say nothing of these massive projects that include hundreds and hundreds of new apartments. The effects can be especially harmful in schools that are already maxed to capacity and don't have room to add additional classes.

The growth we're seeing is rapid and ongoing, and the assumption is that the situation will worsen with each new school year. Every residential project will have an impact on its community — are those impacts being considered and tracked? We assume that developers are required to include school seats in their plans when mitigation is needed but is the City speaking with developers about the possible inclusion of school seats for projects even where there is no required mitigation? We understand how difficult it is to locate sites for new schools but we urge the City to be very expansive in looking at locations for new seats

When it comes to school capacity and planning for these new developments, the more data that the DOE and School Construction Authority can provide, the better. Some insight into how a potential school site is evaluated to determine if it can work for a new school would also be helpful. It's also vital that we make every effort to proactively manage school overcrowding as much as possible to mitigate large class sizes and the loss of instructional spaces such as labs, music and art rooms, rooms for occupational and physical therapy, and guidance offices. The council can be a significant help in that matter; each member knows about the new construction in their district, and can help ensure that seat projects in that district reflect the growing needs.

A lot more work will also be necessary over the next two years in order for to fully realize the seats already included in this latest capital plan. For example, of the 44,300 new seats allocated for approximately 84 different buildings, more than 20,000 of those seats and 39 of those sites have yet to be identified. What's more, there are still many of the 8,200 pre-Kindergarten seats, and 4,900 seats identified specifically for class size reduction, that also need to be planned. It also remains to be seen whether or not funding will be allocated for over 38,000 remaining and unfunded seats identified by the Mayor earlier this year.

In our testimony to the council in February, we offered strong support for the creation of a working group to study issues involved in school planning, seat development and overcrowding. The capital plan is obviously an important document that does contain a great deal of important information, and it requires a colossal effort to put together. However, parents and teachers would benefit from having more school-specific information. A working group could perhaps tackle these issues as part of its efforts. It can also look at whether there are other models for school sites nationally and speak with the development community about potential opportunities. During that February hearing, we also recommended that the city provide additional resources to the School Construction Authority for additional staff in each borough to help identify sites for schools.

This capital plan amendment also proposes investments of \$130 million and 600 additional seats for Pre-K, \$654 million for technology enhancements, mainly to increase internet bandwidth, as well as safety and security projects such as the installation of digital video surveillance systems like those already outfitted for nearly 1,100 schools. We support these projects. We are likewise encouraged by the steady removal of temporary classrooms, though according to this latest amendment, only 109 of the remaining 255 are slated for removal.

As we look ahead, we would like to work with the DOE and School Construction Authority to consider additional interior enhancement programs for school buildings, such as continuing the bathroom upgrade program, making electrical upgrades to allow schools to install air conditioning, and developing a program of classroom modernizations. In fact, according to the latest capital plan amendment, the facility restructuring allocations include an additional \$82 million, which could in part help address the need for additional school-based health centers. The benefits of these projects and quality of life programs will be felt by students and teachers immediately and will begin to address the inadequate interior environments that exist in too many of our school buildings.

We should note that the UFT's Health and Safety department is closely monitoring lead pipe mitigation and the potable water sampling protocol for lead concentration in our school buildings. As you are no doubt aware, thanks to new state regulations, the DOE is now mandated to test for lead in the water at all public schools. In schools where lead has been detected, taps have been turned off so that pipes and fittings can be replaced, and letters have been sent home to parents detailing the situation.

We recommend to our chapter leaders that they do walkthroughs of their buildings to ensure that any identified sinks or fountains are not used for drinking until proper repairs are made, and monitor the DOE to ensure that protocols to flush old pipes are being followed.

With the lighting replacement program completed, perhaps some of those additional resources and monitoring could be transferred to the lead pipes issue. We also recommend that the DOE and School Construction Authority examine how they could accelerate their work replacing the old boilers that burn heavy fuel, which will not only save a significant amount of money, but will also have an enormously positive effect on the environment.

The UFT wishes to thank the council for this opportunity to offer testimony on the capital plan amendment, and we look forward to working with the council in the months ahead.

**Five Year Capital Plan  
FY2015 – 2019  
February 2017 Amendment**

**New York City Council Briefing**

**March 8, 2017**

# Adopted 2016 FY 2015-2019 Capital Plan and Proposed February 2017 Amendment

- Adopted 2016 FY 2015-2019 Capital Plan: \$14.9 billion
- Proposed February 2017 Amendment: \$15.5 billion
  - Increase of \$600 million from last Amendment
  - Main program increases include:
    - Pre-K Program (\$130 million)
    - City Council and Borough President Funding (\$176 million)
    - Hurricane Sandy Reimbursement (\$110 million)
    - Replacement Funding (\$80 million)
    - Accessibility Projects for emerg. shelter schools (\$27.6 million)
    - SBHCs for students in temporary housing (\$19.5 million)

# Proposed February 2017 Amendment Funding

Capacity Program \$5.9 billion

Capital Investments \$6.0 billion

Mandated Programs \$3.6 billion

**Total \$15.5 billion**



# Capacity Program - \$5.9B

New Capacity \$4.5 billion

- Creation of approximately 44,000 seats

Pre-Kindergarten Initiative \$800 million

- Creation of over 8,300 new Pre-Kindergarten seats

Class Size Reduction \$490 million

- Creation of approximately 4,900 seats

Facility Replacement \$142 million

# New Capacity Program

**Proposed Funding: 44,324 seats**

- **The program includes an estimated 84 buildings**
  - 79 PS or IS school buildings: 41,177 seats
    - Bronx
    - Brooklyn
    - Manhattan
    - Queens
    - Staten Island
  - Five IS/HS school buildings: 3,147 seats



# New Capacity By District

District	Total January 2016 Identified Need	November 2016 Funded Need	Additional Need (Unfunded)
2	3,232	3,150	82
3	692	692	0
7	1,028	456	572
8	1,028	456	572
9	572	0	572
10	5,692	3,016	2,676
11	2,492	640	1,852
12	1,484	912	572
13	3,417	2,593	824
14	1,563	991	572
15	7,546	3,840	3,706
19	1,000	1,000	0
20	10,322	4,869	5,453
21	2,436	912	1,524
22	1,300	456	844
24	9,403	4,885	4,518
25	5,123	2,221	2,902
26	2,504	924	1,580
27	1,736	972	764
28	3,638	1,920	1,718
30	5,975	4,536	1,439
31	3,348	1,736	1,612
78Q	6,880	2,802	4,078
78R	400	345	55
<b>TOTAL</b>	<b>82,811</b>	<b>44,324</b>	<b>38,487</b>

# Capital Investment - \$6.0 Billion

## Capital Improvement Program: \$ 3.8 Billion

- Building Systems - \$3.3 billion
  - Evaluated through the Building Condition Assessment Survey (BCAS). Addressing only the most urgent conditions (primarily projects rated 5 under BCAS)
    - Exterior
    - Interior
      - Includes upgrades to life safety systems such as fire alarms and public address systems
    - Site Improvements
- Transportable Classroom Unit (TCU) Removals - \$405 million
  - Funds the removal of all TCUs (~255 remaining units)
- Athletic Field Upgrades - \$125 million

# Capital Investment Continued - \$6.0 Billion

School Enhancements: \$ 1.5 billion

- Restructuring - \$447 million
- Safety - \$100 million
  - Includes the video surveillance camera program
- Middle School Science Lab Upgrades - \$50 million
- Accessibility - \$127.6 million
  - Provides for additional accessible facilities throughout the City
- Physical fitness, libraries, and auditorium upgrades - \$49 million
- Bathroom upgrades - \$100 million
  - Program to upgrade student bathrooms that are functional but outdated
- Technology - \$654 million
  - Primarily infrastructure upgrades

## Mandated Programs - \$3.6 Billion

Selected categories include:

**PCB Lighting Replacements**                      \$480 million

➤ Replacement of all PCB containing light fixtures

**Boiler Conversions**                                      \$750 million

➤ Allows for boiler conversion of approximately 110 buildings with boilers burning #4 oil

**Wrap Up Insurance**                                      \$868 million

➤ Increasing cost of Owner Controlled Insurance Program

**Prior Plan Completion**                                      \$660 million

➤ Allows for completion of 5<sup>th</sup> plan projects

# TCUs Removed

DISTRICT	BUILDING NAME	NO OF TCUS
6	P.S. 5 TRANSPORTABLE - M	2
9	P.S. 28 TRANSPORTABLE - X	1
9	I.S. 117 TRANSPORTABLE - X	1
10	I.S. 80/P.S. 280 TRANSPORTABLE - X	4
11	P.S. 96 TRANSPORTABLE - X	11
11	P.S. 106 TRANSPORTABLE - X	5
18	P.S. 276 TRANSPORTABLE - K	8
18	P.S. 135 TRANSPORTABLE - K	2
18	P.S. 208 TRANSPORTABLE - K	4
18	P.S. 219 TRANSPORTABLE - K	1
18	P.S. 235 TRANSPORTABLE - K	4
18	P.S. 268 TRANSPORTABLE - K	1
18	P.S. 272 TRANSPORTABLE - K	3
19	P.S. 290 TRANSPORTABLE - K	1
20	P.S. 170 TRANSPORTABLE - K	2
22	P.S. 152 TRANSPORTABLE - K	2
22	P.S. 193 TRANSPORTABLE - K	2
22	P.S. 194 TRANSPORTABLE - K	1
22	P.S. 198 TRANSPORTABLE - K	.2
24	P.S. 19 TRANSPORTABLE - Q	5
25	P.S. 24 TRANSPORTABLE - Q	2
27	I.S. 226 TRANSPORTABLE - Q	1
27	RICHMOND HILL HS TRANSPORTABLE - Q	11
28	P.S. 55 TRANSPORTABLE - Q	3
28	P.S. 121 TRANSPORTABLE - Q	1
28	P.S. 140 TRANSPORTABLE - Q	4
29	P.S. 35 TRANSPORTABLE - Q	2
29	P.S. 38 TRANSPORTABLE - Q	3
29	P.S. 52 TRANSPORTABLE - Q	1
29	P.S. 176 TRANSPORTABLE - Q	2
29	P.S. 132 TRANSPORTABLE - Q	2
30	P.S. 70 TRANSPORTABLE - Q	2
30	P.S. 92 TRANSPORTABLE - Q	2
31	CURTIS HS TRANSPORTABLE - R	2
TOTAL # OF UNITS REMOVED		100



# TCUs in Process of Removal

DISTRICT	BUILDING NAME	NO OF TCUS
3	P.S. 163 TRANSPORTABLE - M	2
6	P.S. 48 TRANSPORTABLE - M	2
7	CROTONA ACADEMY - X	8
8	P.S. 14 TRANSPORTABLE - X	2
10	J.F. KENNEDY HS TRANSPORTABLE - X	2
11	P.S. 97 TRANSPORTABLE - X	4
15	P.S. 32 TRANSPORTABLE - K	7
19	P.S. 214 TRANSPORTABLE - K	7
19	I.S. 302 TRANSPORTABLE - K	3
19	EAST NY FAMILY ACADEMY TRANS - K	6
20	P.S. 112 TRANSPORTABLE - K	1
21	P.S. 97 TRANSPORTABLE - K	2
22	P.S. 236 TRANSPORTABLE - K	2
24	P.S. 81 TRANSPORTABLE - Q	3
24	I.S. 125 TRANSPORTABLE - Q	4
24	P.S. 143 TRANSPORTABLE - Q	3
25	P.S. 129 TRANSPORTABLE - Q	2
25	P.S. 163 TRANSPORTABLE - Q	2
25	P.S. 193 TRANSPORTABLE - Q	1
26	BAYSIDE HS TRANSPORTABLE - Q	2

# TCUs in Process of Removal (continued)

DISTRICT	BUILDING NAME	NO OF TCUS
26	B. N. CARDOZO HS TRANSPORTABLE - Q	2
27	P.S. 66 TRANSPORTABLE - Q	1
27	P.S. 155 TRANSPORTABLE - Q	2
28	P.S. 30 TRANSPORTABLE - Q	2
28	P.S. 40 TRANSPORTABLE - Q	3
28	P.S. 144 TRANSPORTABLE - Q	1
29	P.S. 33 TRANSPORTABLE - Q	1
29	P.S. 131 TRANSPORTABLE - Q	3
29	P.S. 156 TRANSPORTABLE - Q	2
30	P.S. 11 TRANSPORTABLE - Q	4
30	P.S. 151 TRANSPORTABLE - Q	11
30	WILLIAM BRYANT HS TRANSPORTABLE-Q	3
31	PORT RICHMOND HS TRANS. - R	2
31	JOHN ADAMS HS	5
31	P.S. 37 TRANSPORTABLE - R	2
TOTAL # OF UNITS IN PROCESS OF BEING REMOVED		109
TOTAL # OF UNITS REMOVED AND IN PROCESS		209



# NEW SCHOOL IN CONSTRUCTION



**PS/IS 342 - Opening September 2017, 692 seats  
(District 3, 315 West 61<sup>st</sup> Street)**



# NEW ADDITION IN CONSTRUCTION



**PS 14 – Opening September 2018, 344 seats  
(District 8, 3041 Bruckner Blvd)**

# NEW SCHOOL IN CONSTRUCTION



**PS 317 – Opening September 2017, 468 seats  
(District 8, 1028 White Plains Road)**

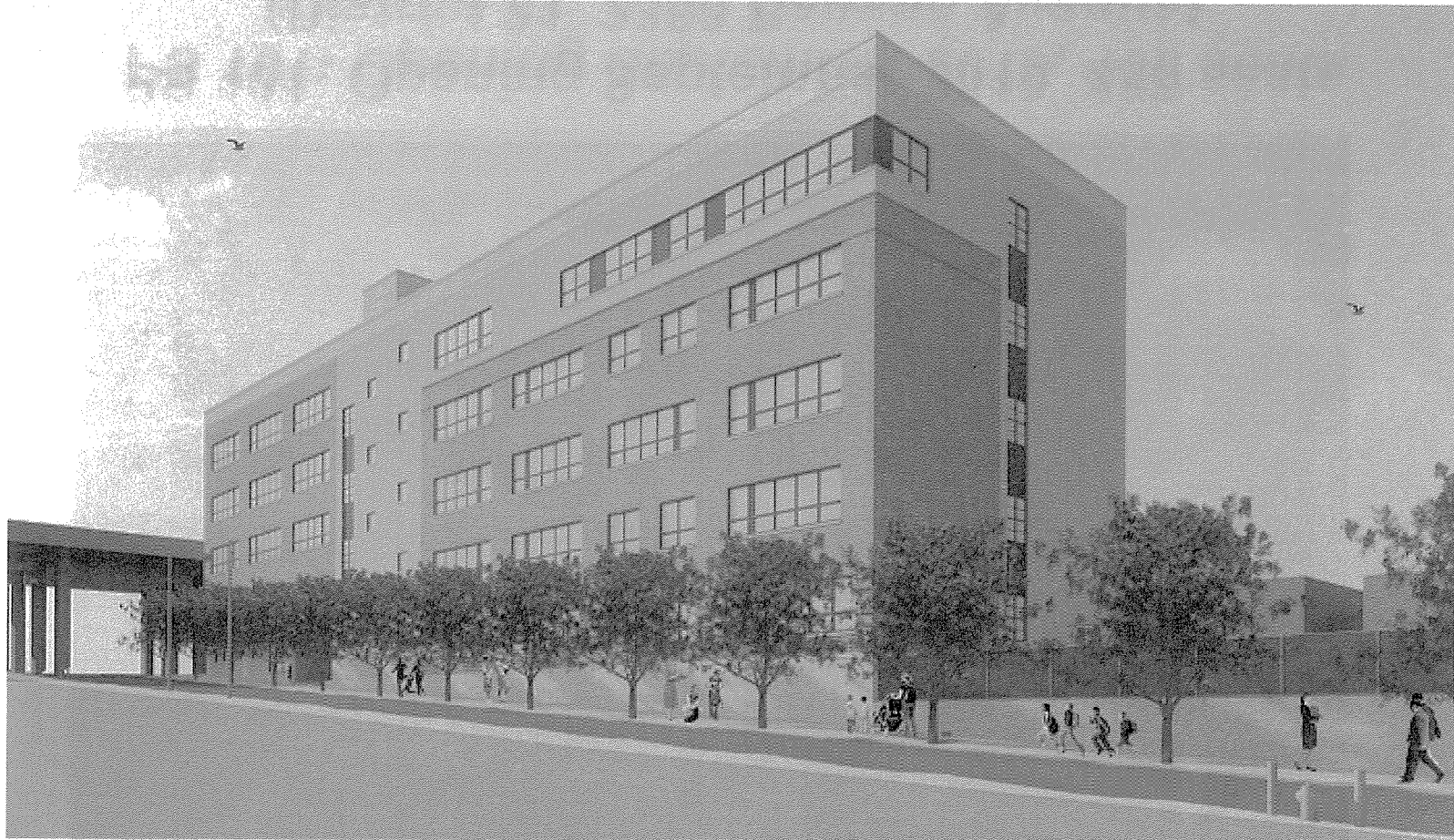


# NEW ADDITION IN DESIGN



**PS 19 – Opening September 2020, 400 seats  
(District 11, 4318 Katonah Avenue)**

# NEW SCHOOL IN DESIGN



**PS 746- Opening September 2020, 976 seats  
(District 20, 256 59<sup>th</sup> Street)**



# NEW ADDITION IN CONSTRUCTION



**PS 101- Opening September 2019, 456 seats  
(District 21, 2360 Benson Avenue)**

# NEW SCHOOL IN CONSTRUCTION



**PS/IS 338 - Opening September 2017, 757 seats  
(District 22, 510 Coney Island Avenue)**



# NEW ADDITION IN DESIGN



**PS 143 - Opening September 2020, 980 seats  
(District 24, 34-74 113 Street)**

# NEW ADDITION IN CONSTRUCTION



**PS 19 - Opening September 2018, 844 seats  
(District 24, 98-02 Roosevelt Avenue)**



# NEW SCHOOL IN CONSTRUCTION



**PS 332- Opening September 2017, 468 seats  
(District 26, 210-07 48<sup>th</sup> Avenue)**

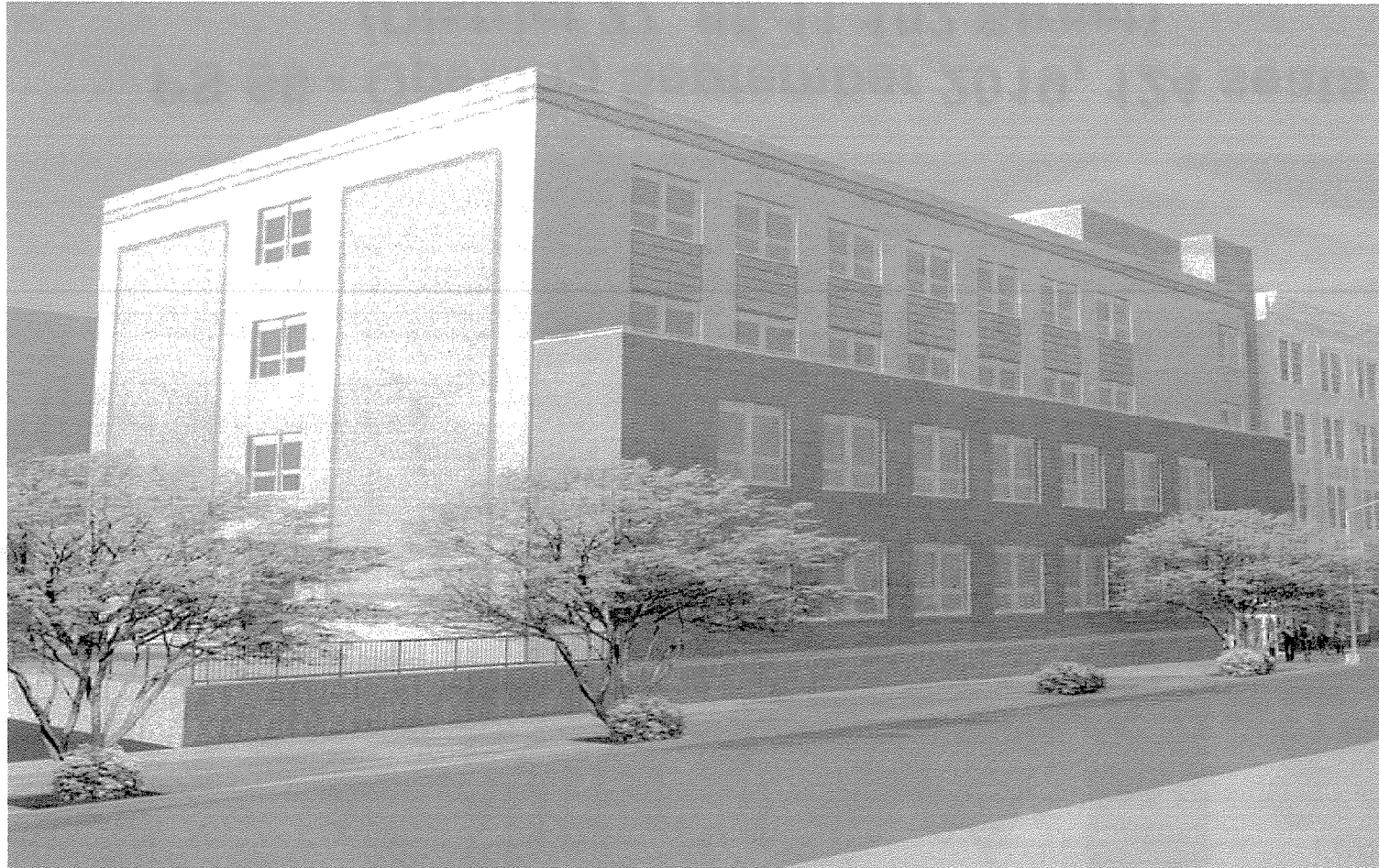
# NEW ADDITION IN DESIGN



**PS 66 - Opening September 2019, 124 seats  
(District 27, 85-11 102 Street)**



# NEW ADDITION IN DESIGN



**PS 144 - Opening September 2019, 590 seats  
(District 28, 93-02 69 Avenue)**

# NEW SCHOOL IN CONSTRUCTION



**PS 398- Opening September 2019, 476 seats  
(District 30, 69-01 34<sup>th</sup> Avenue)**



# NEW HIGH SCHOOL ANNEX IN CONSTRUCTION



**Curtis High School Annex - Opening September 2017, 345 seats  
(District 31, 105 Hamilton Avenue)**



Parents for Inclusive Education  
[www.parentsforinclusiveeducation.wordpress.com](http://www.parentsforinclusiveeducation.wordpress.com)

c/o New York Lawyers for the Public Interest  
151 West 30th Street • 11th Floor • New York, NY 10001  
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**PIE's Testimony to New York City Council Education Committee**  
**RE: Fiscal Year 2018 Preliminary Budget**  
**March 8, 2017**

Good morning. My name is Jaclyn Okin Barney, and I speak today as the coordinator of Parents for Inclusive Education (known as "PIE"). PIE is a parent-led advocacy group of educational reformers that works to ensure that all students with disabilities in the NYC public schools have access to meaningful inclusive educational and community opportunities. PIE has been in existence for almost twenty years with members throughout the five boroughs. We are the only New York City group dedicated solely to advocating for the inclusion of students with disabilities.

We work in various ways to achieve our agenda, including collaborating with the Department of Education on different projects. Over the past year or so, we have been working with Department of Education administrators and other special education groups to advocate for students with physical disabilities to have equal opportunities in attending schools across our City by increasing the number of barrier-free school buildings and school programs available to students. We applaud the efforts the DOE officials have taken regarding this issue, however much more needs to be done and more money needs to be allocated in this regard.

We all agree that all students in our City deserve an equal education. To this effect, the Department of Education has implemented a school choice structure for all levels of our education system so that students and families all have an equal opportunity to attend many of the great schools in our system. For high school students, in particular, the Department maintains a range of schools, many with a specific area of focus, so that students can choose schools that meet their specific interests and needs. However, these choices and opportunities for an equal education that are available to most students in the system, are not available to all students. Students with physical disabilities who need barrier-free buildings are often excluded.

As we all know, many of the buildings in our school system are old and were built years before the enactment of the Americans with Disabilities Act and the law's requirement that local government buildings be accessible. As a result, students with disabilities are denied access to many community elementary schools and a great deal of middle and high schools. Last year, the significant dearth of accessible elementary schools across the City was recognized in a report issued by the Department of Justice. And, there are just as few accessible high schools. In Manhattan alone, there are only six fully-accessible high schools, four of which have programs and admission practices that make the schools highly competitive.

Additionally, even though several schools in our system may be designated by the Department of Education as "partially" or "functionally" accessible, the actual accessibility of these school varies

significantly. Some of these schools may be accessible in a way that a student who uses a wheelchair can get to all areas of the school building, while other schools that are listed as “partially” or “functionally” accessible, are not actually accessible in a way that a student in a wheelchair can attend. For instance, we know of a partially-accessible school that has a step before its front door. We are also aware of other schools that have ramps that are too steep or bathrooms that may be accessible in various ways, but are not actually compliant with the Americans with Disabilities Act and cannot be used by a student in a wheelchair. And, there are other schools where a student may be able to get to some parts of the building, but are unable to access key areas such as the library, science labs, computer labs, auditorium, stages, or the lunchroom, making it difficult for students with physical disabilities to be fully included in the school’s program.

Finally, there are “partially” or “functionally” accessible schools where the accessible entrance is separate from the main entrance and may not always be unlocked or have a security system for a student to gain entrance. This year’s Manhattan High School Fair was held at Martin Luther King High School, a school with an accessible entrance, which is kept locked and has little or no signage indicating its location. When a PIE family with an 8<sup>th</sup> grade student who uses a wheelchair tried to attend the high school fair, the family needed to follow the garbage route, knowing the garbage is generally wheeled out of schools, in order to find the accessible entrance. Once found, there was no response when they rang the doorbell. To gain entrance to the building, the family had to enlist the help of another parent already inside the school to locate a security officer who could open the accessible door. This experience was unnecessary, unfair and, quite frankly, humiliating for this student and his family.

A family cannot send a student with a physical disability to a “partially” or “functionally” accessible school, without visiting it first and touring all the areas of the school. Most families of students with physical disabilities want their children included in all areas of a school’s program, but this desire is not always possible in “partially” or “functionally” accessible schools.

While the Americans with Disabilities Act provide students with disabilities with the right to attend schools where they can access all areas of the building, in New York City, given the lack of fully accessible schools and the problems with many “partially” or “functionally” accessible schools, students with physical disabilities often need to settle for far less than what is their right.

I am here today to implore you to provide the Department of Education with the funding it needs to make the changes necessary to school buildings so that they can be fully accessible to students and individuals with physical disabilities and for the Department can embark on new projects that can create fully accessible schools. I know that the current proposal provides \$26 million to the already budgeted \$100 million to enable several schools to have its ground floors made accessible so the buildings can also function as shelters. However, this is not enough for students with physical disabilities. Ensuring that a school’s first floor is accessible, is very different than creating a school that is fully accessible for students with physical disabilities such that these students can access all areas of the building and ensure their inclusion in all the school’s classes and programs. Not only is it inappropriate for students who use wheelchairs to be confined to just the first floor of a school building, but it denies these students the equal education we agree that all students deserve.

Additionally, it is our understanding that this \$26 million proposed increase will only allow for improvements in 17 schools over 5 years.

More needs to be done. We stand with other advocates today as we request that the City Council allocate \$100 million for major capital improvements. This money can be designated to ensure that more buildings are fully accessible, and to provide some money to make “partially” or “functionally” accessible schools more accessible than they currently may be. This is not enough to make the City’s school system compliant with the American’s with Disabilities Act, but it is a start as it can provide funding for major architectural improvements in about 35 buildings.

Despite the Department of Education’s efforts in this area, unless appropriate funds are allocated to this need, students with physical disabilities are not going to have the same opportunities or choices as their non-disabled peers. All students deserve an equal education and equal opportunities to that education; this includes students with physical disabilities. To do this, the City needs to start aggressively addressing this situation and improve the accessibility of our school system. We hope you will seriously consider allocating the appropriate funds needed to make substantial changes in this area.

Thank you for considering our testimony today.

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Melissa Noris, 21-37 23<sup>rd</sup> Street, Astoria, NY 11105

City Council Testimony 3-7-17

Two hundred and fifty years ago New York City was a tiny town clinging to the tip of Manhattan. Women couldn't vote, slavery was legal and we all paid taxes to the king of England. It's hard to imagine what our city will be 250 years from now. Sadly though, if we stay our current course of action there is one thing I do know our city will be 250 years from now. It will still be a place where not children with disabilities do not have equal access to the free and appropriate education that they are guaranteed under federal law.

I am telling you that you need to increase the investment in accessibility tenfold. Not double it or triple it, you must increase it tenfold. Because at our current rate of spending it will take 250 years for every child in New York City to have the same choice of schools and that is shameful. I do not want my son to have to come before you and plead for funding so that his children can have the same opportunity that every other child in New York City has. It is not just a legal requirement, it is a moral imperative that we cannot ignore. We owe it to our children and their children to remove this hideous imbalance in opportunity. We owe it to ourselves. This is not some fringe special interest issue, this is an issue that affects all of us and helps to define who we are as a society. Do we want to be the kind of city that fetters the hopes of our most vulnerable children by refusing to give the ability to even get in the door? Equality elevates everyone. By denying one subset of our population access to the kind of education that allows them to reach their full potential we as a society suffer. We suffer because we are not only denying them an education we are denying ourselves all of the amazing things at they can accomplish if properly nurtured and it denies other children benefits of interacting with people who are different from them. Our children are our greatest resource. It would be foolish not to fully develop that resource.

The right high school can change a person's life. More than just algebra or Latin or grammar, high school is where our children learn how to think and question. What could be worse for us as a society than to deny all of our children an equal footing, an equal chance to learn and develop and grow? I don't want to wait 250 years

**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: Melanie La Rocca, Executive Director/Chief of Staff

Address: 30-30 Thomson Avenue, LIC, NY 11101

I represent: NYC School Construction Authority

Address: \_\_\_\_\_

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

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in favor  in opposition

Date: 3/8/17

(PLEASE PRINT)

Name: Rebecca Kostuchenko

Address: 140 8th Ave, #3E

I represent: ARISE Coalition, students/families

Address: \_\_\_\_\_

**THE COUNCIL  
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in favor  in opposition

Date: 3/8/17

(PLEASE PRINT)

Name: NINA KUBOTA, VICE PRESIDENT

Address: 30-30 THOMSON AVE, LIC NY 11101

I represent: NYC SCHOOL CONSTRUCTION AUTHORITY

Address: \_\_\_\_\_

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in favor  in opposition

Date: \_\_\_\_\_

(PLEASE PRINT)

Name: Maggie Moroff

Address: \_\_\_\_\_

I represent: Advocates for Children

Address: \_\_\_\_\_

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in favor  in opposition

Date: \_\_\_\_\_

(PLEASE PRINT)

Name: LING TAN, EXEC. DIRECTOR, OFFICE OF CAPITAL

Address: 335 ADAMS ST. - 29FL, BK, NY

I represent: NYC DEPT. OF EDUCATION

Address: \_\_\_\_\_

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in favor  in opposition

Increasing accessibility funds Date: 3/8/17

(PLEASE PRINT)

Name: Michelle Norris

Address: 21-37 23rd St. Astoria, NY

I represent: Citywide Council on Special Education

Address: \_\_\_\_\_

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

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

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in favor  in opposition

Date: 3/8/2017

Name: Elizabeth Rose (PLEASE PRINT)

Address: Deputy Chancellor

I represent: DOE

Address:

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

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

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in favor  in opposition

Date:

Name: Jackie Okin-Barney (PLEASE PRINT)

Address:

I represent: Parents for Inclusive Education

Address: Maggie Morant

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