

CITY COUNCIL
CITY OF NEW YORK

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TRANSCRIPT OF THE MINUTES

Of the

COMMITTEE ON EDUCATION

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March 8, 2017
Start: 10:00 a.m.
Recess: 12:30 p.m.

HELD AT: Committee Room - City Hall

B E F O R E: DANIEL DROMM
Chairperson

COUNCIL MEMBERS: Vincent J. Gentile
Daniel R. Garodnick
Margaret S. Chin
Stephen T. Levin
Deborah L. Rose
Ben Kallos
Andy L. King
Inez D. Barron
Chaim M. Deutsch
Mark Levine
Alan N. Maisel
Antonio Reynoso
Ydanis A. Rodriguez
Helen K. Rosenthal
Mark Treyger
Rafael Salamanca, Jr.

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

Elizabeth Rose, Deputy Chancellor
Division of Operations
New York City Department of Education

Melanie La Rocca,
Chief of Staff & Executive Director
NYC School Construction Authority

Nina Kubota, Vice President
Capital Management
NYC School Construction Authority

Ling Tan, Executive Director
Capital
Department of Education

Michelle Norris
Citywide Council on Special Education

Rebecca Costa Chanko
ARISE Coalition

Jackie Okin-Barney
Parents for Inclusive Education, PIE

Maggie Moroff
Special Education Policy Coordinator
Advocates for Children and ARISE

2 CHAIRPERSON DROMM: Okay, I think we're
3 ready. Good morning everyone, and welcome to this
4 Preliminary-Preliminary Capital Budget hearing. My
5 name is Daniel Dromm, and I'm Chair of the Education
6 Committee. Good morning and welcome to the first
7 part of the City Council's Education Committee
8 hearing on the Fiscal 2018 Preliminary Capital Budget
9 for the Department of Education and the Fiscal 2018
10 Preliminary Mayor's Management Report for the DOE and
11 School Construction Authority. Today's hearing is
12 focused on the DOE's February 2017 Proposed Amendment
13 to the--its Fiscal 2015 to '19 Capital Plan.
14 According to Memorandum of Understanding between the
15 City Council and the Administration, the DOE and the
16 SCA are required to submit and updated proposed
17 amendment to the Council by March 1st and I want to
18 publicly acknowledge and thank the DOE and SCA for
19 fulfilling this commitment. The proposed amendment
20 includes an additional \$664 million in new funding
21 for capacity capital improvements and mandated
22 programs. This brings the DOE's total Five-Year
23 Capital Plan to \$15.5 billion. The proposed
24 amendment allocates \$5.9 billion for capacity
25 including \$4.5 billion for over 44,000 K to 12 seats.

2 This is a significant investment, but it falls over
3 38,000 seats short of meeting the projected K to 12
4 seat need. The Mayor announced that the Preliminary
5 Ten-Year Capital Strategy includes an additional \$495
6 million in funding for Fiscal Year 2020 to 2025 that
7 will fully fund this remaining capacity need. I
8 appreciate the administration's efforts to address
9 school capacity needs, and the commitment of funding
10 for the DOE's next Five-Year Capital Plan. However,
11 I am concerned that this funding will not truly meet
12 our school system's new capacity needs giving rise--
13 given rising costs of construction over time and the
14 potential for even more capacity needs as enrollment
15 continues to grow. In fact, many advocates believe
16 even in the current projected capacity need may fall
17 short of the actual need. The Council has expressed
18 concern with the planning and siting process for the
19 new capacity and the Speaker announced in her State
20 of the City the formation of a working group with the
21 Council on this issue. Last week, we heard testimony
22 on school planning and siting from the DOE and SCA at
23 a joint hearing with the Finance Committee. I thank
24 the Speaker for her leadership, and look forward to
25 continuing to work with her, Finance Chair Ferreras--

2 Ferreras-Copeland and the DOE and the SCA on school
3 planning and siting. Funding for capacity also
4 includes \$800 million over 8,300 pre-kindergarten
5 seats, \$142 million for facility replacement and \$490
6 million for a class size reduction program with 4,900
7 seats. I'd like to hear more about this program
8 today and how the DOE plans to target schools for
9 class size reduction. The Capital Investment
10 category totals almost \$6 billion. These funds offer
11 capital improvements, school enhancement projects and
12 technology. The proposed amendment includes \$405
13 million to fund the removal of all-of all TCUs
14 citywide. I applaud the School Construction
15 Authority for their commitment to this project, which
16 has-which has resulted in fewer TCUs and lower TCU
17 enrollment every year. However, there are still 255
18 TCUs and only 109 of these have removal plans
19 identified. I look forward to continuing
20 conversation with the DOE and the SCA about how the
21 TCUs can be removed as quickly as possible. More
22 importantly, the Capital Investment category includes
23 12-excuse me--\$128 million for accessibility
24 projects. The DOE has begun an accessibility survey
25 of all schools in an effort to systematically

2 identify the components of schools and school
3 programs that are truly accessible. I appreciate
4 this effort, but I'm extremely concerned that current
5 investment falls far short of what is needed to
6 comprehensively address accessibility in New York
7 City public schools. The final category of funding
8 in the Five-Year Capital Plan is mandated programs,
9 which includes \$3.6 billion for projects such as PCB
10 lighting, remediation, boilers conversions, code
11 compliance, prior plan completion costs and wrap-up
12 insurance. There are other issues that I'm sure will
13 come up today from other committee members and myself
14 including the absence of or air conditioning,
15 dedicated physical education spaces and hygienic
16 bathroom facilities in many schools. I look forward
17 to the discussion with the SCA and DOE after their
18 testimony. I would like to remind Council Members
19 that this is capital hearing. So please keep your
20 questions related to the Capital Budget. The DOE's
21 expense hearing will be held later this month on
22 Tuesday, March 21st at 10:00 a.m. in the Council
23 Chambers here at City Hall. Public testimony will
24 begin at approximately 12:00 p.m. and if you're here
25 to testify, please fill out a witness slip with the

2 sergeant-at-arms. I would like to thank my dedicated
3 committee staff Kaitlyn O'Hagan, Elizabeth Hoffman,
4 Samika Dashmuka-Dashmukh. Pardon me, Jan Atwell,
5 Joan Povolny and Coleena Johnson. Additionally, I
6 would like to thank Elizabeth Rose, Deputy Chancellor
7 for the Department of Education and Melanie Maroka
8 Chief of Staff at the School Construction Authority
9 for coming to testify before the committee today.
10 Now, I turn the floor over to them to hear their
11 testimony, but before I do that, let me just announce
12 that we've been joined by Council Member Alan Maisel,
13 and Council Member Mark Treyger both from Brooklyn.
14 Council Member Ben Kallos from Manhattan, and I need
15 to swear you in. So if you'd just raise your right
16 hand. Do you solemnly swear or affirm to tell the
17 truth, the whole truth, and nothing but the truth,
18 and to answer Council Member's questions honestly?

19 DEPUTY CHANCELLOR ROSE: I do.

20 CHAIRPERSON DROMM: Okay, thank you and
21 Deputy Chancellor Rose, would you like to start.

22 DEPUTY CHANCELLOR ROSE: Yes, please.

23 CHAIRPERSON DROMM: I'm sorry. I should
24 announce everybody who's on the panel. Deputy
25 Chancellor Rose from the Department of Education,

2 Nina Kubota, Vice President of the School
3 Construction Authority and Melanie La Rocca from the
4 School Construction Authority today here representing
5 Lorraine Grillo.

6 DEPUTY CHANCELLOR ROSE: Thank you. Good
7 afternoon, Chair Dromm and members of the Education
8 Committee. My name is Elizabeth Rose, Deputy
9 Chancellor the Division of Operations at the New York
10 City Department of Education. I am joined today by
11 Melanie La Rocca, Chief of Staff and Executive
12 Director of New York School Construction Authority,
13 and Nina Kubota, Vice President for Capital
14 Management of the School Construction Authority. We
15 are pleased to be here today to discuss the proposed
16 February 2017 Amendment to the Fiscal Year 2015 to
17 2019 Five-Year Capital Plan. Since the last time we
18 appeared before you to discuss the plan, and by that
19 I mean a year ago, not last week when we were here to
20 discuss siting. We have opened 29 sites, creating
21 almost 5,700 new seats for our students and we are on
22 track to open 24 locations next September for a total
23 of over 8,000 seats in the 2017-2018 school year.
24 This includes new pre-kindergarten seats. We are
25 grateful to the City Council for its strong support

2 and generous funding for our schools. The proposed
3 amendment will allow us to site and create new
4 capacity in districts with persistent or projected
5 overcrowding, and also continues to fund key
6 administration priorities to create additional high
7 quality full-day pre-kindergarten seats, remove all
8 transportable classroom units, or TCUs from the
9 system, and reduce class sizes. Additionally, the
10 plan targets much needed improvements to our aging
11 infrastructure. The proposed \$15.5 Billion Capital
12 Plan contains over \$600 million in new funding from
13 the spring 2016 adopted amendment. Main program
14 increases include funding for additional pre-K seats,
15 Hurricane Sandy reimbursements, City Council and
16 Borough President funding, and replacement
17 accessibility and school-based health center funding.
18 The Proposed Fiscal 2015 to 2019 Capital Plan
19 Amendment is funded by state and city tax levy, and
20 \$783 million in proceeds from the New York State
21 Smart Schools Bond Act. The DOE's proposed
22 allocation of Smart Schools Bond Act proceeds known
23 as the Smart Schools Investment Plan--that's not our
24 name, that's the required name--allocates funds to
25 technology, free kindergarten for all capacity and

2 removal of TCUs and is available on DOE's website.

3 The SSIP was submitted to the State for approval. We

4 expect to hear back from the Smart Schools Bond Act

5 Review Board in the weeks ahead. As you are aware,

6 we developed an annual amendment process beginning

7 with the Fiscal Year 2005 to 2009 plan. Regularly

8 reviewing our Capital Plan allows us to identify

9 emerging needs quickly, and gives us the opportunity

10 to make changes as necessary. To track changing

11 needs, we conduct an annual Building Conditions

12 Assessment Survey, known as the BCAS in which we send

13 architects and engineers to evaluate our

14 approximately 1,400 buildings. The count includes—

15 excludes TCUs and other buildings that do not have

16 student capacity, but those sites are assessed for

17 their condition. This survey generates our needs for

18 capital investment projects to maintain our buildings

19 in good repair. We also annually update enrollment

20 projections. These projections incorporate data on

21 birth rates, immigration rates, and migration rates

22 from various city agencies. Additional agencies

23 provide statistics on housing starts and rezoning

24 efforts. Using a broad range of sources provides a

25 complete view of potential student demand, and annual

2 updates allow us to make timely adjustments when
3 there is sustained increase in student population in
4 one part of the city, or a decline in student
5 population in another. These enrollment projections,
6 which are performed on a district and sub-district
7 level help inform our need for new capacity projects.
8 In addition to evaluating our school buildings and
9 student population, public feedback plays a crucial
10 role in our capital planning process. Each year we
11 undertake a public review process with Community
12 Education Councils, the City Council and other
13 elected officials and community groups. We offer
14 every CEC in the city the opportunity to conduct a
15 public hearing on the plan and we partner with
16 individual Council Members and CECs to identify local
17 needs. Your insights in the process are essential,
18 and we look forward to our continued partnership.
19 The proposed 2017 Amendment includes \$5.9 billion for
20 capacity, \$6 billion for capital investment and \$3.6
21 billion for mandated programs. The proposed Fiscal
22 2015 to 2019 Plan Amendment creates over 44,000
23 seats, new capacity seats that will address
24 overcrowding as well as seats for two administration
25 priorities: Pre-kindergarten for All expansion and a

2 class size reduction initiative. Of the \$5.9 billion
3 allocated to capacity, \$4.5 billion is dedicated to
4 creating more 44,000 new seats through an estimated
5 84 projects within school districts experiencing the
6 most critical existing and projected overcrowding.
7 Seventeen projects have been identified since we last
8 testified on the Capital Plan including a middle
9 school at 48th Street in District 30, Francis Lewis
10 High School Annex, and an elementary school at Targee
11 Street in District 31.

12 The Proposed 17 Amendment continues to
13 identify a need of approximately 83,000 seats, which
14 is partially attributable to the recommendations of
15 our community partners on the Blue Book Working Group
16 who voiced longstanding concerns regarding the way
17 school space is used, and how capacity is measured
18 and reflected. The Amendment also includes \$800
19 million for Pre-K for all seats and increase of
20 approximately \$130 million for the 2015 adopted
21 budget, which will create more than 8,300 new seats
22 across the city. In addition, \$142 million has been
23 allocated to replace facilities where leases expire
24 during the plan. Finally, \$490 million is allocated
25 to our class size reduction program to build

2 additions or new buildings near school buildings that
3 would significantly benefit from additional capacity.
4 This program recognizes the need for targeted
5 investments in areas of the city that may be
6 geographically isolated and have unfunded CE.
7 Schools in these areas may also have a high rate of
8 utilization in TUCs. Under this program, three
9 projects are currently under design in District 11 in
10 the Bronx, District 19 in Brooklyn and District 29 in
11 Queens. Over 60% of the \$6 billion in capital
12 investment allocation, which includes Reso A
13 projects, will address the buildings identified in
14 our Annual Building Survey as most in need of repair
15 such as roof and structural repairs, safeguarding our
16 buildings against water infiltration and other
17 facility projects. The Capital Investment category
18 also includes funding for upgrades to fire alarms,
19 public address and removal of TCUs. More
20 specifically, \$405 million has been allocated to
21 remove TCUs and redevelop the yard space where the
22 TCUs had been located. We have remove 100 TCUs and
23 have developed plans to remove 109 more leaving the
24 remaining balance of 145 TCUs not yet slated for
25 removal. It is important to note that the removal

2 schedule is contingent upon capacity constraints
3 within the area and the input of local school
4 communities. The remaining nearly 40% or \$1.5
5 billion will go towards school enhancement projects.
6 The two main programs in this category are facility
7 enhancements and technology. The proposed 2017
8 Amendment includes approximately \$875 million for
9 facility enhancements. Some of the highlights of the
10 program include electrical upgrades to facilitate
11 installation of air conditioners, bathroom upgrades,
12 accessibility projects, upgrades to instructional
13 spaces in existing buildings such as the
14 restructuring of classrooms, the creation of health
15 centers in our renewal schools, safety and security
16 upgrades and a program to renovate existing school
17 cafeterias to better align our facilities with school
18 food's mission of promoting healthy and attractive
19 food choices to our students. As part of a broader
20 commitment to support students in temporary housing,
21 nearly \$20 million in capital is committed to build
22 health centers at the schools with the highest
23 concentrations of homeless students. In order for our
24 students to become college and career ready in a
25 digital and information age, we will make certain

2 that technology upgrades remain a priority in the
3 Proposed Amended Plan. We are committed to bridging
4 any existing gaps in technology in our schools in
5 order to implement the Administration's instructional
6 priorities of Computer Science for All as well as
7 other programs including the Software Engineering
8 Pilot Program and Advanced Placement Computer Science
9 courses. Specifically, over 75% of the \$654 million
10 of the technology spending under this plan will build
11 on our school buildings core and technology
12 infrastructure. This funding allows us to continue
13 to transform our school environments from information
14 industrial age to information need schools where
15 learning can be customized to each child's unique
16 needs. Over the course of the plan, essential
17 upgrades and incorporation of Next Generation
18 Broadband, wireless and learning technologies are
19 planned for all school buildings. As part of the
20 Technology Program approximately \$145 million will be
21 invested in upgrading Legacy systems such as student
22 information systems, improving Enterprise level
23 learning platforms, developing new data systems
24 [coughs] and upgrading business operation systems in
25 support of school needs. The total cost to support

2 the city's efforts to remove and replace all
3 Polychlorinated Biphenyl also known as PCB containing
4 lighting fixtures throughout the entire school system
5 was \$1 billion, about half of which was covered by
6 the previous Fiscal Year Capital Plan and the
7 remaining half in the current plan. I am
8 particularly pleased to say that this long-term
9 project was completed in December 2016, five years
10 ahead of the original schedule. We are grateful to
11 the Council for its support in this effort. The
12 Mandated Programs category also includes
13 approximately \$750 million for boiler conversions in
14 approximately 110 buildings currently using No. 4
15 oil. The remaining funds are assigned to cover other
16 required costs including insurance and completion of
17 projects from the prior plan. We understand that the
18 public school system as a whole continues to
19 experience pockets of overcrowding, and we are
20 working to address these concerns through new school
21 construction. We remain focused on remedying these
22 issues, and will continue to rely on your feedback
23 and support as we do so. Our Annual Capital Planning
24 process has already benefitted significantly from
25 your input, and our students have benefitted from

2 your generous support of Capital Projects. With
3 continued collaboration and tens of thousands of
4 seats slated to come online over the next five to
5 seven years, we remain confident that the expansion
6 and enhancement of school buildings across the five
7 boroughs will improve the educational experiences for
8 the City's 1.1 million school children as well as the
9 teachers and staff who serve them. Thank you again
10 for allowing us to testify today, and we would be
11 happy—before we are happy to answer your questions,
12 we have a visual presentation from the School
13 Construction Authority.

14 MELANIE LA ROCCA: Good morning, Chair
15 and members, and let me start by saying first off I
16 apologize that our President and CEO Lorraine Grillo
17 is not here.

18 CHAIRPERSON DROMM: [interposing] Would
19 you check to see if your mic is on?

20 MELANIE LA ROCCA: How's that?

21 CHAIRPERSON DROMM: Better.

22 MELANIE LA ROCCA: So let me start by
23 saying I apologize that our President and CEO
24 Lorraine Grillo is not here to testify.
25 Unfortunately, she had a long-term commitment that

2 she could not get out of. So, with that, we're going
3 to--

4 CHAIRPERSON DROMM: [interposing] Please
5 identify yourself for the record.

6 MELANIE LA ROCCA: I am Melanie La Rocca
7 the Executive Director and Chief of Staff at the SCA,
8 and I'm joined by my colleague Nina Kubota, who is
9 our Vice President for Capital Plan Management. So
10 with that, let's go through the slides. So as the
11 Deputy Chancellor mentioned, we're here today to talk
12 about our February 27-2017 Amendment. We're--our
13 amendment this--for February 2017 is \$15.5 billion.
14 As the Deputy Chancellor mentioned, we're seeing an
15 increase of about \$600 million due to our Pre-K
16 program, City Council and Borough President funding
17 as well as Hurricane Sandy reimbursement, additional
18 replacement funds, accessibility and school based
19 help centers. Our plan, as you know, is broken up
20 into three categories: \$5.9 billion in our Capital--
21 in our Capacity Program; \$6 billion in our Capital
22 Investments Program; as well as \$3.6 billion for our
23 mandate programs. Our Capacity Program again, \$5.9
24 billion is broken up into four major components: New
25 capacity, which is to fund the creation of

2 approximately 44,000 seats, a pre-kindergarten
3 initiative, class size reduction to fund the creation
4 of approximately 4,900 seats and our facilities
5 replacements. And this just details a little more
6 about how our new capacity funding is broken down.
7 As you can see, we're primarily funding PS and IS
8 seat although we do have some high school seats on
9 Staten Island with the majority for queens. And
10 again, this chart just breaks out our capacity by
11 district to give you a status of where our identified
12 and funded needs are.

13 Our second category is our Capital
14 Investments category Capital Investments category.
15 It's \$6 billion. It's broken up into two main
16 components. We'll start with our Capital Investments
17 program for \$3.8 billion. The majority of this work
18 is dedicated to our BCAS walk-through, which is a
19 team of architects and engineers that evaluate every
20 single building every single year, and identify the
21 major systems in the building, and rate them on a
22 scale of 1 to 5, 5 being the worst, which is what we
23 are primarily funded for. Our transportables are in
24 this project as well as well as athletic field
25 upgrades. Our School Enhancement Program at \$1.5

2 billion addresses a number of needs as the Deputy
3 Chancellor mentioned in her testimony including
4 middle school science labs upgrades as well as
5 accessibility, which we've seen an increase of
6 funding in order to provide additional facilities for
7 our schools at active emergency shelters. Our
8 classroom upgrades resides her as well. Again, its
9 \$100 million program, and our technology, and the
10 last program is our mandated programs. Again, this
11 is for PPB lighting, which we are proud to say is
12 done five years early. Our boiler conversions as
13 well. We're moving our—our buildings from No. 4 oil
14 to No. 2 or gas through this program, a wrap-up
15 insurance, which covers the SCA's work, as well as
16 our prior plan completion. So quickly, here is a list
17 of our 100 TCUs that we have removed to date as well
18 as the list of the 109 that we have plans to remove,
19 and I think the best part of our slide is where we
20 get to show off some of our new projects. Riverside
21 School in District 3, pardon me. PS-14 addition in
22 District 8, PS-317, a brand new building that we'll
23 be opening this school year in District 8. PS-19,
24 which is actually a project funded through Class Size
25 Reduction in District 11. One of our new schools in

2 District 20 in the Sunset Park neighborhood of
3 Brooklyn, this is PS -746, which is as you can see a
4 very large school at 976 seats. PS-101 in Brooklyn
5 in District 21, PS/IS 338 also in Brooklyn in
6 District 22. We have a great addition to PS-143
7 that's opening in 2020. That program is in—that
8 school, excuse me, is in District 24. In addition,
9 again to another school in District 24, this time PS-
10 19, which is slated to open the following school year
11 in 2018. We have a fantastic school in Bayside in
12 District 26, PS-332 in addition to PS-66 also in the
13 Borough of Queens, and in addition to PS-144 in
14 Forest Hills, Queens, a brand new school building
15 going up in Jackson Heights, PD-398 in District 30,
16 and lastly our annex to Curtis High School, which
17 will be complete this coming school year. So with
18 that, we'd be happy to take any questions.

19 CHAIRPERSON DROMM: Well, thank you very
20 much and thank you for—for that in-depth analysis.
21 Let me start off by just asking a few questions about
22 some agency resources. For example, the SCA's
23 headcount has steadily increased over the past three
24 fiscal years. Can you tell us what accounts for the
25 headcount increase? [background comments, pause]

2 DEPUTY CHANCELLOR ROSE: So we've
3 upgraded some of our positions to full-time positions
4 from contract positions.

5 CHAIRPERSON DROMM: So what we have is
6 that the headcount was for Fiscal 17 is 800. The
7 current breakdown is 757. Do anticipate reaching
8 that target headcount, and—and what would those
9 positions be for?

10 DEPUTY CHANCELLOR ROSE: I think we're
11 always looking for ways to further grow our staff in
12 areas of need. So whether it's in our Architecture
13 and Engineering Division or through, as I mentioned,
14 convergence from contract positions into full-time
15 positions.

16 CHAIRPERSON DROMM: How many staff
17 does SCA have working on planning and siting?

18 MELANIE LA ROCCA: So our Real Estate
19 Division has eight full-time staff members who are
20 tasked with working along side our brokers as well as
21 local stakeholders whether they're elected officials
22 or community members to both identify sites and
23 secure them for the future.

24 CHAIRPERSON DROMM: So can you tell us
25 their titles and the specific roles they play in the

2 planning and siting process, and do you believe that
3 you have sufficient staff for planning and siting, or
4 do you need more staff in that division?

5 MELANIE LA ROCCA: I think our real
6 estate staff is probably some of the best around the
7 city. As you know, as we mentioned in our previous
8 hearing the SCA works with brokers who are retained
9 to provide services for us. Our brokers are
10 compensated based on how successful they are. So our
11 real estate division works alongside with our
12 brokers. I think we are sufficiently staffed in our
13 Real Estate Division, and I think our brokers are
14 very familiar with our unique needs, and understand
15 where our needs are geographically and so the types
16 of facilities that we're looking for.

17 CHAIRPERSON DROMM: So can you just tell
18 us the titles and the specific roles those staff of
19 people have or are?

20 MELANIE LA ROCCA: You know, I don't have
21 the titles with me, but I'd be happy to follow up
22 with that.

23 CHAIRPERSON DROMM: Okay, so we'll get
24 back to you on that. I do want to announce before I
25 continue a question that we've been joined by Council

2 Member Dan Garodnick, Council Member Margaret Chin,
3 Council Member Helen Rosenthal, Council Member Brad
4 Lander as well. In regard to new capacity, at our
5 February 28 hearing on school planning and siting,
6 the SCA stated there are currently 8 TCUs for Pre-K
7 programs. However, there are additional TCUs that
8 serve some Pre-K students. So, for example like 151,
9 but I know that not all of the TCUs at 151 offer Pre-
10 K. I believe some of them offer special education.
11 How many additional TCUs serve the Pre-K students? I
12 think you had told us then that it was--

13 MELANIE LA ROCCA: Eight.

14 CHAIRPERSON DROMM: --eight.

15 MELANIE LA ROCCA: So you—you are
16 correct. Over the summer there were eight TCUs that
17 were relocated to facilitate some pre-kindergarten
18 programs, one of which is slated to be removed this
19 summer. The remaining of those eight will be removed
20 as new capacity is identified and brought online.
21 However, to your other question, we believe that
22 there are approximately 28 TCUs serving pre-
23 kindergarten students, and that information is
24 provided to us by principals during the Principal
25 Annual Space Survey that they fill out every year.

2 DEPUTY CHANCELLOR ROSE: And if I could
3 add, you asked about Q151 specifically. Mentioned
4 the special education students in TCUs. I am
5 extremely pleased to share that we have just posted a
6 proposal to relocate a District 75 program out of
7 TCUs at that location, and into a permanent new site.

8 CHAIRPERSON DROMM: And that's at the
9 Catholic school?

10 DEPUTY CHANCELLOR ROSE: Yes, the
11 proposal is to move them to a building sometimes
12 known as Most Precious Blood, a form Catholic school
13 building. We already had a Pre-K center in that
14 building, and we are now proposing to relocate
15 District 75 out of TCUs.

16 CHAIRPERSON DROMM: And does that go
17 before the CEC?

18 DEPUTY CHANCELLOR ROSE: So, it goes—as
19 part of the proposal process, we hold a joint public
20 hearing with the CEC, and with—that is open to all
21 members of the community for--

22 CHAIRPERSON DROMM: [interposing] Thank
23 you, because there were some concerns in the CEC that
24 have been expressed to me, but I think they'll be
25 able to be addressed at that—at that hearing.

2 DEPUTY CHANCELLOR ROSE: Right.

3 CHAIRPERSON DROMM: What is the timeline
4 for the identification of additional class size
5 reduction projects given the current projects
6 represent only 1,354 out of a total of 4,900 seats to
7 be created?

8 MELANIE LA ROCCA: So we're very proud of
9 our three identified projects within the Class Size
10 Reduction Program, and we're actually very pleased to
11 be doing this program. As the Deputy Chancellor
12 mentioned, we will be making targeted investments in
13 ways that we have not in the past. We do have a
14 Multi-Disciplinary Committee made up of both the SCA
15 and the Division of Operations as well as space
16 management, and we are continuing to evaluate
17 additional sites that could benefit from this
18 funding.

19 CHAIRPERSON DROMM: Okay, so in terms of
20 facility enhancements and accessibility, will the SCA
21 be identifying any additional accessibility projects
22 with the \$128 million currently allocated in the
23 Capital Plan beyond the 90 identified proposed
24 amendment, and how are accessibility projects
25 identified?

2 MELANIE LA ROCCA: So again, we have a
3 multi-functional committee. It is led by our
4 Executive Director for the Office of Space
5 Management, our head of the Office Space Management.
6 It includes representatives from the School
7 Construction Authority from the Division of School
8 Facilities from the Office of Student Enrollment from
9 our Division for Specialized Instruction, and others
10 who may represent the needs of fam-of students with
11 accessibility needs. What they have been doing is
12 taking a very systematic approach to identifying on a
13 district by district basis and on a grade level basis
14 the percentage of buildings in each district that are
15 either fully or partially accessible, and using the
16 funding to bring up the districts with the lowest
17 percentages of accessibility starting with elementary
18 schools. That is the bulk of the \$90 million of
19 spending has already been identified. The remaining
20 \$10 million out of the \$100 million from the Cap-from
21 the initial Capital Plan will be used to do targeted
22 investments to create either first-first floor
23 accessibility or where we have specific needs for
24 specific schools. Funding above that that gets to the
25 additional \$27 million is funding related to ensuring

2 that Department of Education buildings that are used
3 as potential emergency shelters are accessible in
4 their use of shelters. And so, we benefit from that
5 in that those buildings become more accessible on—
6 certainly on their ground floor and potentially on
7 other floors.

8 CHAIRPERSON DROMM: So how do you
9 identify accessible—accessibility issues? How are
10 those schools identified that need it?

11 MELANIE LA ROCCA: So, we now have
12 dedicated accessibility specialists in each of the
13 Office of Space Management, the Division of School
14 Facilities and at the School Construction Authority.
15 Each tasked with ensuring that the work we are doing
16 addresses accessibility needs and in a—in a correct
17 way, as well as identifying where we have
18 accessibility needs. Some of that is informed
19 through the Office of Student Enrollment. Some of it
20 is informed simply from—we have a—a way for any
21 parent or any member of the community to contact us
22 directly about accessibility, and that—that is
23 available on our website. We're also working—we've
24 actually—a number of the initiatives that we're doing
25 have come out of conversations with advocates in the

2 community. So for example our newest initiative
3 around getting the details of what is and is not
4 accessible in a partially accessible high school
5 building came out of our conversations with members
6 of the CECs and other advocates where we are now
7 doing a very detailed survey to identify, you know,
8 not only is the building itself fully or partially
9 accessible, but if partially accessible, what
10 specific aspects? Is there a bathroom on each floor?
11 Is there accessibility to the auditorium but not the
12 stage? Is there accessibility to the stage, but not
13 dedicated parking for a wheelchair within a seating
14 area, and so on and so forth. So we are anticipating
15 that we will actually have these detailed surveys
16 included in the high school director that is being
17 published this spring for admissions for the 2018-
18 2019 school year for the Borough of Manhattan, and I
19 believe Staten Island, and then we will be expanding
20 that to all high schools throughout the city for the
21 following year.

22 CHAIRPERSON DROMM: So where—you
23 mentioned the high schools because just 13% of
24 district and charter schools that serve high school
25 students are fully accessible, and a number of those

2 high schools are highly selective. So the proposed
3 amendment includes I think 27 accessibility projects.
4 How many of these projects will result in fully
5 accessible schools?

6 MELANIE LA ROCCA: I will defer that to
7 my SCA colleagues. [pause] So I would say probably
8 the overwhelming majority will--would provide for full
9 accessibility.

10 CHAIRPERSON DROMM: So the--of the 27, the
11 majority of--an overwhelming majority of those would
12 be fully accessible?

13 MELANIE LA ROCCA: [off mic] Go ahead.

14 NINA KUBOTA: Sorry, there are actually
15 90 accessibility projects--

16 CHAIRPERSON DROMM: It's alright.

17 NINA KUBOTA: --identified right. So I
18 think you were talking about the non-ADA compliance
19 ones are--

20 CHAIRPERSON DROMM: [interposing] Right.

21 NINA KUBOTA: --and there are 19
22 projects. Of those, 12 will make the buildings fully
23 accessible.

24 CHAIRPERSON DROMM: Okay, and in answer
25 to your investigation by the Department of Justice it

2 found that the City was failing to accommodate
3 students with disabilities. Does the DOE consider the
4 current level of capital funding for their
5 accessibility programs adequate to provide
6 accessible-accessible educational opportunities to
7 all students in all areas of the city or is more
8 needed to be done?

9 MELANIE LA ROCCA: Well, we acknowledge
10 that more is needed to be done, and-and that is true
11 in most of our categories of investment in our
12 schools. So we actually think we're making
13 tremendous progress. We-we-between the new capacity
14 that is being developed under the Capital Plan, many
15 of the capital improvement projects also have com-
16 accessibility components to them. So when we upgrade
17 bathrooms, when we upgrade science labs, those are
18 also improving accessibility and then these dedicated
19 projects are really looking at very systematically to
20 ensure that we upgrade in equitable way across all
21 parts of the city. So more to be done, but we're
22 pleased-pleased with our progress.

23 CHAIRPERSON DROMM: So, in terms of the
24 survey that you mentioned, after the survey is

2 conducted will those results then drive your efforts
3 to undertake accessibility projects in schools?

4 MELANIE LA ROCCA: So, it-it becomes a
5 tremendous resource for us in identifying, you know,
6 what would be relatively simple upgrades, relatively
7 low cost upgrades that could have big impact, and we
8 think that this will be a very useful tool for that.

9 CHAIRPERSON DROMM: So let me wrap up
10 with this and then I'll it over to my colleagues who
11 have questions. If a student is accepted into a-into
12 a high school that-or into a school that's not
13 accept-accessible, do you make arrangements for that
14 student to make it more accessible for that student?

15 MELANIE LA ROCCA: So--

16 CHAIRPERSON DROMM: [interposing] Do you
17 get funding for that?

18 MELANIE LA ROCCA: So one of the things
19 we're hoping that this survey will help do is enable
20 parents to very quickly and easily identify schools
21 that have the facilities to meet their children's
22 needs, and to minimize time that they may be spending
23 and that we're hearing that they are spending going
24 and visiting many individual schools only to find
25 that it would not be able to meet their children's

2 needs. When we have cases of specific students who
3 need an accommodation, we try to figure out a way to
4 accommodate that student. Sometimes that means
5 relocating classes to the first floor of a building
6 that might have otherwise been taught on a higher
7 floor in the building, and we will certainly do what
8 we can to support a student attending a school of
9 their choice.

10 CHAIRPERSON DROMM: Okay, than you and
11 now we're going to turn it over to my colleagues for
12 questions, but let me just say we've been joined by
13 Council Member Antonio Reynoso and Council Member
14 Debbie Rose as well, and the first questions will be
15 asked by Council Member Treyger followed by
16 Rosenthal, and Kallos and then Lander.

17 COUNCIL MEMBER TREYGER: Thank you, Chair
18 Dromm and welcome to the Deputy Chancellor and SCA.
19 Thanks for being here. I--again I want to just thank--
20 thank you both again for your commitment and
21 following through. We now have all the temporary
22 boilers removed from my district. It took quite a bit
23 of time but certainly the students and the faculty
24 and the families do appreciate that, and I want to
25 just publicly thank you for that. I also want to

2 also extend my thanks for extensions at PS-97 and PS-
3 101. Those are significant extensions, and some of-
4 as the data shows in Southern Brooklyn, we have some
5 of the most overcrowding in all of New York City as
6 far as needs for additional seats. So District 20
7 and 21 kind of-it's a lot going on, and-and I do
8 appreciate that. I want to share with you some-some
9 feedback that I've received from PTAs and from school
10 leaders in my community, and I'm proud to join with
11 my colleague Councilman Lander, and-and Salamanca on
12 a-on a campaign to get adequate air ventilation in
13 all schools the Too Hot to Learn campaign. But each
14 year I have a PTA breakfast and we get forms. Reso A
15 requests forms from our school communities, and it
16 once again this is the fourth time I have received-
17 the number one request is for air conditioning in
18 schools. Second after that is bathroom upgrades, and
19 again, as-as you know, our Reso A funds cannot be
20 used to purchase window units, and secondly some
21 schools have wiring needs that are significant and
22 excessive beyond what a council member can fund, and
23 I-I just believe that we have to get to a day where
24 this is no longer an issue, that we are funding
25 adequate wiring, adequate ventilation in all of our

2 schools. The Mayor even announced his—the goal of
3 having computer programs by a certain year. How does
4 that happen if the wiring can't support that, and—and
5 because I believe that that program is all school not
6 just for some schools. So if you can just briefly
7 speak on this because what is the DOE's position on—
8 on our efforts to have air conditioning in all
9 classrooms, all public assembly meeting spaces, and
10 to have adequate wiring to have not just ventilation
11 but even computers, classes and labs in all schools?
12 If you could just speak to that.

13 MELANIE LA ROCCA: Right. So we know
14 that there are not fully air conditioned. We
15 acknowledge that and, in fact, our recent City
16 Council report on air conditioning in our schools,
17 which we just issued in January identifies that about
18 25% of our classrooms are not air conditioned. 75% of
19 our classrooms are air conditioned, but about 25% are
20 not. There are three different components that go
21 into what is required for air—to air condition those
22 remaining classrooms. One piece is the actual air
23 conditioner itself, which is not capital eligible.
24 That would be expense, and so there are about 11,000
25 classrooms, about 25% of our classrooms that would

2 require the actual air conditioning unit. Many of
3 those classrooms would require wiring upgrades,
4 whether that is distribution panels from the
5 transformer and then wiring on each floor to create
6 the wiring into that classroom that supports an air
7 conditioner. That is a capital expense, and some of
8 those buildings, not all, but some of them would need
9 a fundamental electrical capacity upgrade that would
10 be done conjunction with Con Edison. So those are
11 the three components. We know the size of the
12 challenge for the actual air conditioners, and we
13 have some funding in the Capital Plan where we are
14 beginning to really look at and try to quantify how
15 much of those—those schools that need the air
16 conditioners would need a full transformer project,
17 which can be extremely expensive or only need the
18 additional wiring. Still a lot of money, but less
19 than a full transformer project, and so we're working
20 now to really assess what that total would be.

21 COUNCIL MEMBER TREYGER: And just to be
22 clear, just because the DOE was—the classroom was air
23 conditioned doesn't mean it's actually working
24 because there's a number if not hundreds according to
25 the report that my colleague's office did a great job

2 at that to—that's the Learn Report. Hundreds air
3 conditioners are actually not functioning in the
4 classroom, and I could speak from personal experience
5 where some air conditions were not working and those—
6 some that were working were so loud and noisy and not
7 effective that it was better just to turn them off.
8 Is that correct?

9 MELANIE LA ROCCA: So you've—you've
10 raised a very good point, which is this not a one-
11 time expense because air conditioning units, window
12 units do have a lifespan and would need to be
13 replaced, and it can be sort of a five to ten-year
14 cycle. So, it is not only a how do we fund—how—how
15 do you get air conditioning into those 11,000
16 classrooms, but over time for the 44,000 the ones
17 that are window units need to be continuously
18 replaced, a certain percentage each year.

19 COUNCIL MEMBER TREYGER: But just—just
20 to—well, I'm sure my colleagues will ask more
21 questions on this topic, but is there a number that—
22 that the DOE has put together that it would cost to
23 fully provide air conditioning across the board in
24 all New York City public schools?

2 MELANIE LA ROCCA: That's something we're
3 working on right now.

4 COUNCIL MEMBER TREYGER: So you don't
5 have the right now?

6 MELANIE LA ROCCA: We do not have a
7 number.

8 COUNCIL MEMBER TREYGER: Alright, we
9 would greatly appreciate--appreciate that data because
10 we have in--in the report there are thousands of
11 classrooms that don't--don't have adequate
12 ventilation. I want to move onto in--in the packet
13 that we've received, it says here that District 20
14 has an identified need of about over 10,000 seats,
15 some funded, a thousand still not funded. I
16 mentioned at the last hearing about a siting
17 suggestion proposal of--the DOE used to have in its
18 possession PS-248 and Graves End some years ago, and--
19 and I mentioned this at the last hearing. You
20 mentioned that you might look into it. I just wanted
21 to know can the MTA and has the MTA been approached
22 about getting the school back particularly in a
23 community that is growing exponentially and is in
24 desperate need of school seats?

2 MELANIE LA ROCCA: Okay, we do not have
3 an answer on that particular location at this time.
4 We will follow up on it.

5 COUNCIL MEMBER TREYGER: And I will be
6 more than happy to work with you on that. The MTA
7 really should allow public school facilities to be
8 fore students and—and not just for MTA operations.
9 Just a couple of quick more questions. With regards
10 to the emergency—you mentioned that there's \$27.6
11 million for accessibility for schools with regards to
12 emergency shelter schools. Is that correct?

13 MELANIE LA ROCCA: Yes, it is.

14 COUNCIL MEMBER TREYGER: Now, how many
15 schools does that equate to?

16 MELANIE LA ROCCA: I don't remember
17 exactly how many schools the \$27 million is applying
18 towards. We do have a schedule of how many of our
19 shelters need to be accessible [bell] at different
20 stages in time. So of the—some of our shelters are
21 in newer buildings or some of the identified
22 buildings that could be used as shelters are newer
23 buildings that are already accessible. We did
24 upgrade 10 buildings by this past September to be
25 accessible that are also in our shelter pool, and

2 then we have a schedule for the next several years of
3 how many of those buildings will become accessible.
4 Those are typically first floor accessibility
5 projects, not entire building projects.

6 COUNCIL MEMBER TREYGER: The reason why I
7 ask and I'll close it here, and I thank the Chair for
8 giving me a little extra time, is that there is—there
9 was a lawsuit filed by advocates for the disabled
10 after Hurricane Sandy that many of our evacuation
11 centers are not accessible to people with
12 disabilities, and I believe—and I chaired a hearing
13 where I believe I was told that around 60 sites have
14 to be accessible by the fall of this year and so I—I
15 do believe that we have a lot of work to do to make
16 sure that all our evacuations, and this is an issue
17 that's very personal to me as well that all of our
18 sites are accessible people with disabilities. So
19 I'd like to maybe get back to this issues, and follow
20 up with you after the hearing about that.

21 MELANIE LA ROCCA: Well, we will—we are
22 happy to follow up. We are working very closely with
23 the Office of Emergency Management on this. We are
24 meeting the commitments and the agreements in terms
25 of the number of shelters that needed to be

2 accessible by the opening of this school year, and we
3 are on track for the number that need to be
4 accessible by the coming school year.

5 COUNCIL MEMBER TREYGER: Alright, thank
6 you, Chair.

7 CHAIRPERSON DROMM: Thank you and, you
8 know, yesterday we were reminiscing a little bit of
9 our-our experiences in schools where I taught for 25
10 in an non-air conditioned room, but when they did
11 come in and did wiring, there was a problem sometimes
12 because if-if you were in the staff room and you put
13 the microwave on, the air conditioning would shut off
14 in the classroom. [laughter] So, how is that being
15 dealt with now, and is there wiring that you're
16 installing sufficient so that both things can be run?

17 MELANIE LA ROCCA: Well, so when we go in
18 and do a wiring upgrade, we're looking at not just
19 the air conditioning, but also technology needs, and
20 I will remind everybody that we ask schools not to
21 have personal appliances in any room, other than the
22 teachers' lounge.

23 CHAIRPERSON DROMM: This wasn't in-this
24 was not a personal. This was in the staff room, and
25 although we don't have staff rooms like Bloomberg

2 Associates, you know, we still like to have a little
3 something to—to cook on, but I'm glad to hear that
4 that is being taken into consideration for both the
5 technology and for the air conditioning. I want to
6 say we've been joined by Council Member Chaim Deutsch
7 and Council Member Salamanca as well. Now, we're
8 going to go to questioning from Council Member
9 Rosenthal. I just want to remind everybody also that
10 we are on a five-minute time clock.

11 COUNCIL MEMBER ROSENTHAL: Great. Thank
12 you so much, Chair Dromm. Good to see everyone
13 today. Thank you for coming here. I have three
14 questions. One is an update on the NYCECEC project.
15 Is that in your wheelhouse? If not, I'll save it for
16 the next one. An update on implementation of what
17 was formerly the Computer Services Specialist
18 Contract, and now 14 smaller ones on the networking
19 in these schools. Again, I'm not sure if that's in
20 your wheelhouse or DOE's, and then a construction
21 question. So maybe we can start with the first two.

22 MELANIE LA ROCCA: Okay, why don't you
23 start with the construction question--

24 COUNCIL MEMBER ROSENTHAL: Okay.

2 MELANIE LA ROCCA: --and then we have
3 Lynn Cam here who works on technology capital
4 investments, and may be able to address some of those
5 other questions.

6 COUNCIL MEMBER ROSENTHAL: Great. The
7 construction question is I'm wondering how many DOE--
8 how many schools are next to construction sites, and
9 what DOE does to keep the kids protected? I've got
10 two either in my district or right outside. So
11 that's why it's on my mind.

12 MELANIE LA ROCCA: So I don't think we
13 have a number of schools that are located next to
14 construction sites. However, obviously these work
15 with our partners in the DOE in Deputy Chancellor
16 Rose's division to ensure that whatever assistance we
17 can give schools to ensure that they can continue to
18 operate with--with--with the least amount of disruption
19 possible is what we do. So, I don't know if Deputy
20 Chancellor Rose if you want to talk a little more
21 about that.

22 DEPUTY CHANCELLOR ROSE: So, and--and
23 we've had this conversations before. We're actually
24 happy to take you to some of the locations where you
25 can see new construction private development--

2 COUNCIL MEMBER ROSENTHAL: [interposing]
3 Yeah.

4 DEPUTY CHANCELLOR ROSE: --happening near
5 our school buildings because we definitely have had
6 experience with new construction quite literally
7 sharing the lot line with our schools, and we support
8 the schools. We are--SCA offers to pro--to review con--
9 the developers' construction plans so that we can
10 make suggestions of how to actually do the
11 construction in a way that will be the safest for our
12 schools. We frequently are able to work with
13 developers support the--the schools in working with
14 the developers to provide crossing guards, to help
15 with any challenges at arrival or dismissal time.
16 Some developers have also supported local schools by
17 providing funding for upgrades to--

18 COUNCIL MEMBER ROSENTHAL: Yep.

19 DEPUTY CHANCELLOR ROSE: --to the schools
20 themselves, and so if it is--we--we work with these
21 schools as--as the issues arise.

22 COUNCIL MEMBER ROSENTHAL: Have you ever
23 considered working with DOB and my time is getting up
24 so let's move on.

25 DEPUTY CHANCELLOR ROSE: Okay.

2 COUNCIL MEMBER ROSENTHAL: If you have
3 the other answers, but DOB has some really simple
4 ideas like making sure that the developer has a flag
5 guy on their site to make sure that during dismissals
6 and, you know, school starting that there's somebody
7 protecting the kids from the trucks. But DOB has a
8 lot of good suggestions. Yep.

9 DEPUTY CHANCELLOR ROSE: Right.

10 CHAIRPERSON DROMM: Ms. Chan, just before
11 you start, I have to swear you in. Do you solemnly
12 swear or affirm to tell the truth, the whole truth,
13 and nothing but the truth, and to answer Council
14 Member's questions honestly?

15 LING TAN: I do.

16 CHAIRPERSON DROMM: Okay and just state
17 your name for the record.

18 LING TAN: I'm Ling Tan, DOE Finance.
19 I'm Executive Director for Capital. The question is
20 on spaces. Actually, the-it's not really in our
21 Capital wheelhouse, but initially it was funded with
22 capital for the initial developments. So now that
23 that form of the system is pretty much essentially
24 completed. So, now the DOE under another office has
25 been upgraded to those schools into the expense

2 funding mostly, and in the current \$4 million. My
3 understanding is that's to deadlock the data
4 warehouse in-house.

5 COUNCIL MEMBER ROSENTHAL: My
6 understanding is that there have been a lot of bumps
7 in implementation. What role do you have? I mean it
8 doesn't seem to strike me as a finance issue but more
9 like—so who is it that makes sure that that the
10 technology works?

11 DEPUTY CHANCELLOR ROSE: So I don't know
12 if you've all heard or—or met him. We have a new
13 Chief Information Officer of the Department of
14 Education named Peter Quinn who has just really been
15 terrific in diagnosing and identifying our system's
16 needs, and he has been very involved in the
17 continuation of the CESIS (sp?) project to really get
18 it to a place where I think we will see the outcomes
19 that the community and the schools need. [bell]

20 COUNCIL MEMBER ROSENTHAL: Thank you.
21 It's not done yet, and it's—I'd love to meet with
22 Peter, and then lastly where are you on the
23 implementation? Maybe this is a Peter Quinn question
24 as well. So the networking, remember this is for
25 networking all the schools.

2 DEPUTY CHANCELLOR ROSE: Yeah, so the
3 upgrades to our networks to enable at all our schools
4 are both able to have the full bandwidth that they
5 need and access to all of the data that goes through
6 it is part of the \$650 million earmarked for
7 technology in this Capital Plan and I think we can
8 follow up with more specifics and--and perhaps an
9 introduction meeting with Peter.

10 COUNCIL MEMBER ROSENTHAL: Has any of
11 that money been spent since 2000?

12 DEPUTY CHANCELLOR ROSE: Yes, Some of it
13 has been.

14 COUNCIL MEMBER ROSENTHAL: Sorry, Chair,
15 if you could indulge me in this. I haven't heard the
16 answer yet, and then and maybe this is a question for
17 Peter just sort of how the implementation goes. Is
18 it school by school and then do they have a list of,
19 you know, the 3,000 schools and sort of doing these,
20 and got-got big--

21 DEPUTY CHANCELLOR ROSE: [interposing] So
22 the Next Generation Voice and Data Upgrade the total
23 budget for that is about \$247 million. They have
24 committed \$89 million to date, and in progress this
25

2 year is another \$158 million of that funding. So, it
3 looks like about two-thirds have been spent.

4 COUNCIL MEMBER ROSENTHAL: Okay, I get
5 it. This is a budget hearing, but maybe we could
6 have some substance as a follow-up. I'll work with
7 the committee staff. Thank you.

8 CHAIRPERSON DROMM: And we'll follow up
9 that.

10 COUNCIL MEMBER ROSENTHAL: Thank you.

11 CHAIRPERSON DROMM: Okay, we've been
12 joined I think I've got it. Oh, yeah, I see Council
13 Member Rodriguez is here, and we have questions now
14 from Council Member Kallos followed by Lander, Chin,
15 Deutsch, Reynoso-Reynoso and Rodriguez.

16 COUNCIL MEMBER KALLOS: Thank you, Chair
17 Dromm for leading this hearing, Deputy Chancellor
18 Rose for joining us today and the Executive Director
19 La Rocca for working for more than 1,400 principals,
20 PTAs and elected officials on countless capital and
21 expense projects that also—I also understand you have
22 a fan club here today so [laughter] thank you. So I—
23 I think you know what my questions are going to be
24 about. It's been the same questions for four years,
25 which is can I please have more Pre-K seats? I would

2 like to have Pre-K for all in my district. So I
3 guess how many school seats are needed in my
4 district, Council District five? [background
5 comments]

6 MELANIE LA ROCCA: Sure. So, as you
7 know, we work with our colleagues in the Division of
8 Early Childhood to identify both need for pre-
9 kindergarten seats and opportunities for that, and so
10 we're one piece of the puzzle. The SCA does and has
11 and will continue to build pre-kindergarten centers
12 throughout the city. With respect to your district,
13 we understand there is need.

14 COUNCIL MEMBER KALLOS: Great and so it's
15 good news to see \$800 million in the budget for Pre-K
16 and that's an increase of \$130 million to create
17 8,300 Pre-K seats so how many are earmarked for my
18 Council District and Council District 5 for District
19 8?

20 MELANIE LA ROCCA: So of that--of that
21 dollar amount we are, as I mentioned, negotiating for
22 new opportunities on the Upper East Side and Midtown
23 East as well and so I cannot give you an exact dollar
24 amount as the negotiations are still active, but I'm

2 hopeful that within short order we should be able to
3 announce something.

4 COUNCIL MEMBER KALLOS: And so in some of
5 the conversations so I have 800 parents—800 children
6 who have applied for Pre-K seats, but it had been
7 mentioned to me how many kids are going into
8 kindergarten in Council District 5 on the Upper East
9 Side?

10 DEPUTY CHANCELLOR ROSE: Actually, we—we
11 discussed it at the last hearing, and I'm not going
12 to remember the number off the top of my head, but I
13 think it was around 800 students entering
14 kindergarten in—in that portion of the Upper East
15 Side.

16 COUNCIL MEMBER KALLOS: Okay, so that—
17 that is good to know. I think so—and do we have 800
18 kindergarten seats and 800 first grade seats and 800
19 son on and so forth?

20 DEPUTY CHANCELLOR ROSE: So we are able
21 to accommodate all of the student demand on the Upper
22 East Side for elementary grades. So we have been
23 able to accommodate all the local kindergarteners and
24 they have been able to move up through kindergarten
25 through fifth grade within the capacity that we have.

2 COUNCIL MEMBER KALLOS: Okay, I-I guess
3 my-my concern is with the 7,000 or so seats it
4 doesn't seem like that-that is accurate given how
5 many of the seats are citywide seats and are for
6 middle school and up, which are a larger target. And
7 I guess one question that I had along with the
8 committee staff was just why are we tracking Pre-K
9 seats separately than K through 12? Can't we use K
10 through 12 seats to serve Pre-K needs.

11 DEPUTY CHANCELLOR ROSE: Well, we are
12 using seats in our elementary schools where we have
13 space available to expand Pre-K so that is one of the
14 ways we are meeting the Pre-K need. It's not the
15 only way we meet the Pre-K need. About 60% of our
16 Pre-K students citywide are served in-in the NYCECEC
17 New York City Early Child Education Centers. So these
18 are community based organizations, faith based
19 organizations, other organizations that are operating
20 Early Childhood Education with a UPK contract. Those
21 are --.

22 COUNCIL MEMBER KALLOS: And-and--

23 DEPUTY CHANCELLOR ROSE:--very high
24 quality seats. They follow the same curriculum and
25

2 receive the same training as the seats in our DOE
3 locations.

4 COUNCIL MEMBER KALLOS: And so we've got
5 a lot of those providers. A lot of those providers
6 would like to participate in the Pre-K program. When
7 I asked the Mayor whether or not he would give Pre-K
8 for all to every child in my district, he said that
9 the seats were more expensive. Can we put a price on
10 equity or do we just need to pay what we need to pay
11 to get every kid a seat in the neighborhood.

12 DEPUTY CHANCELLOR ROSE: As SCA
13 mentioned, they are actively looking for additional
14 locations, and the Early Childhood Team is actively
15 looking for additional partners for these to help
16 meet the need.

17 COUNCIL MEMBER KALLOS: And along the
18 same lines in terms of the estimating need, I think a
19 lot of folks have had concerns about number in-in the
20 Blue Book.

21 DEPUTY CHANCELLOR ROSE: Uh-huh.

22 COUNCIL MEMBER KALLOS: Would DOE,
23 without us having to do a bill on it, share all the
24 data sets that you're using and all the factors and
25 the equations transparently for how you assess the

2 seat need? So that a member of the Council or even a
3 member of the public could look at it and say oh,
4 there's all the housing starts. We're good [bell] or
5 say wait there might be a housing start missing.
6 Would you consider reassessing these numbers?

7 DEPUTY CHANCELLOR ROSE: Do you want to
8 take that?

9 MELANIE LA ROCCA: So our housing starts,
10 and the other information that you've mentioned are
11 available on the SCA's website, and so that is
12 available to any member of the public. As we
13 discussed at our hearing not too long ago, you know,
14 our demographer does extensive work in ensuring that
15 our projections are continuing to understand the need
16 across the city, and I think our projections have
17 been pretty solid so far as they've taken an
18 aggressive stance towards growth, and we have been
19 consistently within one to two percent over.

20 COUNCIL MEMBER KALLOS: So, I—I think
21 that just to put a fine point on it, there's a large
22 housing start number, in previous hearings showed
23 that there are more housing starts than are
24 recognized. So being able to actually see each
25 address for the number of units would be helpful

2 being able to see the number and it grades the number
3 of live births because then we can compare the
4 demographer's number against Department of Health.
5 So would you share the specific locations of the
6 housing starts with us so we can run that against
7 what we're seeing in the market, and thank you,
8 Chair. Sorry for the follow-up. If I could get a
9 yes.

10 MELANIE LA ROCCA: We certainly can look
11 into that.

12 CHAIRPERSON DROMM: Okay. Thank you.
13 Council Member Lander, Chin and Garodnick. (sic)

14 COUNCIL MEMBER LANDER: Thank you, Mr.
15 Chair. Thank you for being here. In our capacity
16 hearing last week I both thanked and praised you for
17 all work in District 15 and pushed to keep going
18 because an enormous amount has been done, but there
19 still is a lot of capacity need both in my section
20 and Council Member Menchaca's section in District 15.
21 So I'm not going to ask about those things today.
22 I'm going to follow up on the conversations about
23 school air conditioning, which Council Member Treyger
24 and Chair Dromm started and we'll make sure you get
25 copies of the report that my office put out

2 yesterday, which takes both the data that you
3 provided us pursuant to the timer and condition. But
4 we also put up a survey online and more that 400
5 schools responded. You know, and I understand why if
6 you never had a kid or been a teacher who has been in
7 a classroom without AC, and I'm saying that this
8 applies to you but one could think of it as some kind
9 of luxury, and the prior mayor even called it that at
10 one point. But if you ever have had a kid or been a
11 teacher or a cafeteria worker who is in classroom or
12 an auditorium or a kitchen without AC, it's just
13 become impossible on far too many days in May and
14 June and September and October to focus, to learn to-
15 to be able to teach. So, and obviously unfortunately
16 global warming has made this more and more true, and
17 we put in the report the documentation there are just
18 more days every year when it's too hot to learn. So
19 I guess where I want to start first, and I will say,
20 you know, last year we had some of these
21 conversations in the Preliminary and Executive Budget
22 and I was hoping for more progress toward a plan in
23 last year's budget, and here we are again. So I
24 appreciate your indications to Council Member Treyger
25 that you're working on it, but I have to push harder

2 this year because last year we had these
3 conversations in the budget hearings, and we're no
4 closer a year later. And I'll be honest. My daughter
5 was at the rally yesterday and I read her the quote
6 from the DOE spokesperson in the Daily News article
7 this morning in which it basically was we try to have
8 water available and I'll be honest with you. She's a
9 smart 13-year-old. She said, Dad, is that the water
10 with or without the lead. [laughter] So, we have to
11 do better this year, and I want to real plan. So I
12 guess I'm going to start with you—you saying you're
13 right, 75% of our classrooms are air conditioned,
14 which means 25%, 10,985 are not. Is it—do you share
15 our goal that we need to get every classroom air
16 conditioned?

17 DEPUTY CHANCELLOR ROSE: So there are, as
18 you know, we have lots of needs, and we would love to
19 meet 100% of them.

20 COUNCIL MEMBER LANDER: It's a goal. I'm
21 not saying by what day.

22 DEPUTY CHANCELLOR ROSE: This is a how do
23 we over time meet a full range of needs, and at any
24 moment in time we know that we are not going to meet—
25 fully meet all of the needs in any category, and that

2 applies to new capacity. It applies to air
3 condition, it applies to bathrooms. So, it is
4 something that we can work towards over time, but
5 it's very com-very difficult to say that getting this
6 to 100% is more important than meeting the capacity
7 needs that we have.

8 COUNCIL MEMBER LANDER: So-so I, of
9 course, we've got a lot of goals, and we have to
10 balance them. This is one we don't have anywhere.
11 We do at least have the \$100 million in for bathroom
12 renovations obviously on capacity. So I look forward
13 to seeing the estimates. It sounds like you're
14 working on an estimate. It would be helpful if we
15 could know what the cost was of meeting 100% of the
16 need, and I guess I want to ask if in addition to the
17 25% of classrooms you're looking in your analysis at
18 cafeteria, kitchen, gym and auditorium as well.

19 DEPUTY CHANCELLOR ROSE: So we are
20 staring with looking at classrooms and doing
21 classrooms first. We think that that is the, you
22 know, clearly where most students and staff spend
23 most of their day. I was actually at a school
24 yesterday where the auditorium is not air
25 conditioned, and-and while I was there, of course,

2 the principal asked about the potential for air
3 conditioning and then they had actually looked at as
4 a potential Reso-A project that was extremely
5 expensive, and I looked at the ceiling and there were
6 very large vents in the ceiling, and so I turned to
7 some of my folks and said, what do we think those
8 vents are? And they said well, it's actually-it's a
9 fresh air exchange system. It just hasn't been
10 operational in some time. So I think yes air
11 conditioning is the ideal, but there's also a lot
12 that we can do in looking at are we ensuring that we
13 maintain the systems that we have that may be able to
14 support ventilation in some of those spaces--

15 COUNCIL MEMBER LANDER: So this gets to
16 my last--

17 DEPUTY CHANCELLOR ROSE: [interposing]--
18 before we get to the last stage. (sic)

19 COUNCIL MEMBER LANDER: --my final
20 question, which is about technology. You know, I
21 know there are some places where folks are using
22 ductless wall-mounted ACs and then you don't have to
23 have a big unit in the window, and those might be
24 capitally eligible since they serve multiple
25 classrooms. So, I guess what we're eager to see is a

2 real plan. I mean I would like to see it include
3 common spaces. As well, I hear you especially if
4 we're going to look at a whole school electrical
5 upgrade. You know, if we need—we need to upgrade the
6 entire school's electrical capacity, we shouldn't do
7 that [bell] only on the classrooms and ignore the
8 need in the cafeteria or the kitchen. Obviously,
9 those kitchens get so hot. So it is big. It's
10 complicated because you have to mix the new capital,
11 and we aren't going to be able to do it all tomorrow,
12 but if we could have a—a real plan that would help us
13 understand the costs, think about new technologies.
14 Maybe we can do more with capital and less with
15 expense. We are eager and you—you see it yourselves
16 when you're in schools. Every single council member
17 sees it when they're in schools. We—we got to find a
18 way this year to—to have a real and to get started
19 going down toward it. Thank you.

20 CHAIRPERSON DROMM: Councilwoman Chin,
21 and thank you Council Member Lander.

22 COUNCIL MEMBER CHIN: Thank you Chair.
23 Good morning. [bell]

24 COUNCIL MEMBER LANDER: [off mic] It's
25 mine.

2 COUNCIL MEMBER LANDER: [laughs] You
3 didn't use up your time, Brad. First of all, I
4 wanted to thank you for not collocating this charter
5 school in University Neighborhood High School. We
6 got the news.

7 DEPUTY CHANCELLOR ROSE: Yesterday, we-we
8 had a situation where a school lost its lease

9 COUNCIL MEMBER CHIN: [interposing] Well,
10 that's-that's not-I just want to thank you for that.
11 That you're welcome to--

12 DEPUTY CHANCELLOR ROSE: [interposing] It
13 is going into another school. We are continuing to
14 support the students--

15 COUNCIL MEMBER CHIN: [interposing] Yes.

16 DEPUTY CHANCELLOR ROSE: --and we are
17 supporting the students at University Neighborhood
18 High School.

19 COUNCIL MEMBER CHIN: Yeah, because
20 students should not be crammed together, and the
21 question that's relating to that is yes, you know, we
22 have a lot of old schools, and University
23 Neighborhood High School is a very old school,
24 elementary school that is taking care of high school
25 students and they need a lot of upgrades in this

2 school. But what I'm going to focus my question on
3 is another important item where site new schools,
4 right. We're very happy that we're getting another
5 school on Trinity Place and, you know, the community
6 boards, the overcrowding task force. They're already
7 working on it, and one of the issues is looking at
8 traffic study that we wanted to make sure the SCA and
9 DOT will be working on because what they're looking
10 at is the sidewalk is going to be kind of narrow,
11 kids are going to have problems, you know, lining up
12 to go to the school, and it's going to be creating a
13 safety issue. And so in preparation for the school
14 being built, we want to make sure that there is going
15 to be some kind of traffic study to make sure that
16 the safety of the kids will be taken care of. You
17 know, it's great that we're getting a new school, but
18 we want to make sure that we minimize the negative
19 impact because what's happening in another school
20 that was built not too long ago Spruce Street School
21 now we are dealing with a lot of traffic issues
22 because it's on a narrow street, and because it's a
23 parking lot there. And, you know, there were a
24 couple of accidents that happened along the way and
25 we wanted to make sure that in the new school that's

2 being built that SCA would also take that into
3 consideration.

4 MELANIE LA ROCCA: Sure, sure we're-we're
5 actually very excited about our new school at
6 Trinity, and yes, we've heard the community who are
7 interested in seeing potentially some closures of
8 streets, and certainly we'd be happy to work with our
9 colleagues at DOT. As you know, when we submit new
10 sites to the City Council, we undergo a through
11 environmental assessment, and we do look at traffic
12 considerations and pedestrian flow. So we did
13 pedestrian flow. So we did take that into account,
14 and we're very comfortable with the school being
15 sited there, but we also hear the concerns of the
16 community, and wanting to have some additional space.
17 So we'd be happy to work with our colleagues at DOT
18 and we've had conversations with them as well.

19 COUNCIL MEMBER CHIN: So, whose-whose
20 responsibility is it to fund that traffic study? So I
21 assume the developer along with DCA because DCA is
22 paying for the site, right? So, but I don't want the
23 community board-right now they're looking at the
24 Council. They want us to put in the funding, and
25 that's not our responsibility.

2 MELANIE LA ROCCA: I think it's worth
3 having a conversation. We could have it off line as
4 well on this because, look, we've—we've heard the
5 community. We've participated in a number of
6 meetings with the community about this issue, and we
7 certainly understand the goal that they are trying to
8 achieve. Obviously, you know, the location that
9 they're referring to is a very complicated location
10 with the tunnel entrance being there. So, I think
11 it's worth having a conversation. A—a much more in-
12 depth conversation about how we can help achieve what
13 the community is looking to do.

14 COUNCIL MEMBER CHIN: Okay, I—I look
15 forward to seeing that the coordination with DOT and-
16 -and SCA. The other question that I have is when you
17 were talking about the accessibility the \$27 million
18 that's used make the schools that are used for
19 emergency shelter, I have one in my district which I
20 remember raising the question before when we had the
21 Resiliency Committee hearing, and I didn't get a—a
22 direct answer. This is Sewell Park Complex. There's
23 five high schools in there. The building has an
24 elevator, but the entrance to the building is not
25 accessible, and it's being used as an emergency

2 shelter for Lower Manhattan. So it should be a
3 priority to make the entrance accessible because the
4 auditorium is on the first floor, but you can't get
5 into the school without climbing, you know, stairs.
6 So that's--so I wanted to see if you can work on that.

7 DEPUTY CHANCELLOR ROSE: So that is
8 actually one of the approaches we're taking assessing
9 first floor accessibility and which should be
10 prioritized. You know, if you already have an
11 elevator and all--all you need is X to have a big
12 impact, that's the kind of thing that we're looking
13 at. [bell] For first floor accessibility projects,
14 we are looking at buildings where all of the public
15 spaces are on the first floor, as well as some
16 classrooms, and--and so those become very high value
17 accessibility locations if you can get the--the--the
18 ramp to the front door, or whatever the threshold is.

19 COUNCIL MEMBER CHIN: Can you get back to
20 me whether to see if the complex if--is--

21 DEPUTY CHANCELLOR ROSE: Uh-huh.

22 COUNCIL MEMBER CHIN: --is one of the
23 schools that being worked on.

24 DEPUTY CHANCELLOR ROSE: Sure.

2 COUNCIL MEMBER CHIN: Thank you. Thank
3 you, Chair.

4 CHAIRPERSON DROMM: Thank you, Council
5 Member Deutsch followed by Reynoso.

6 COUNCIL MEMBER DEUTSCH: Thank you, Chair
7 Dromm. Good morning. First, I would like to speak
8 about faculty parking near our school. I think we
9 could do a better job in doing an assessment around
10 this—around our school areas. In particular I just
11 asked DOT to do a study around Madison High School
12 and the DOT granted my request to angle parking. So
13 we just increased from 19 parking spots to 40, which
14 will help the faculty members in the school, and I
15 think that to do a through assessment throughout our
16 schools and—and throughout our city just to see
17 where—what ideas we have and what can do to increase
18 the parking. Like another example, which I reached
19 out to FDNY to see if we could actually move some
20 fire hydrants near bus stops, so this way you could
21 free up some—some parking spots. So these are some
22 things that we have to think out of the box to see
23 what we can do to not only increase parking for
24 faculty members but also for residents that—that live
25 nearby. Because we all know the parking issue in New

2 York City, and by the time the teachers get to school
3 they're already frustrated and then they have to
4 teach children. So it's a major--a major problem.
5 So--so that's my request. My first request, and
6 secondly I want to mention about the ARDIS Cameras
7 for our schools. So I had a discussion about it last
8 year. Now, we have I think about three dozen threats
9 to Jewish community centers throughout nation, and
10 also most recently right here in New York City, and
11 also my public schools in my district had threats in
12 the past where children needed to be evacuated. And I
13 believe ARDIS cameras are a requirement to be placed
14 in front of the schools as long as the principal
15 makes that request. So is that budget issue?

16 CHAIRPERSON DROMM: So Council Member
17 Deutsch, just to be clear also, we're trying to focus
18 a little bit on the capital issues here, and I--that's
19 more of an expense question I would think, but maybe
20 the Deputy Chancellor can answer quickly and then
21 we'll--we'll take that up at a later time or we can do
22 that individually as well.

23 DEPUTY CHANCELLOR ROSE: We--we do have a
24 small budget in the Capital Plan for upgrading our
25 Internet Protocol---I don't remember. It's the---

2 MELANIE LA ROCCA: [interposing] Digital.

3 DEPUTY CHANCELLOR ROSE: --IPDVS.

4 MELANIE LA ROCCA: Yeah, here we go.

5 Internet Protocol Digital Video Surveillance program.

6 This--this program and these funds currently are

7 focused on upgrading the technology and the software

8 in the schools where we already have these systems.

9 We do not have funding in our budget to expand these

10 systems. We choose--we chose these buildings based on

11 incidents in the buildings themselves. These are

12 primarily internal cameras to the school to identify,

13 you know, to--to ensure safety within the building

14 although some of them do have cameras at entrances

15 and exits. But we don't have funding to expand and

16 install cameras at all of our schools.

17 CHAIRPERSON DROMM: And I apologize. I

18 think you're--you're right. This is a capital issue

19 because as I think of it, I've given money to a

20 school actually for video surveillance the capital

21 plan.

22 COUNCIL MEMBER DEUTSCH: So is there--is

23 there anyway possible to get us a price tag for like

24 the different schools in--in--the districts, and this

25 way we can know exactly?

2 DEPUTY CHANCELLOR ROSE: [interposing] As
3 potentially as a way to—a way to get them. (sic)

4 COUNCIL MEMBER DEUTSCH: Yeah, as—as a
5 way, and this way the Council Members would know how
6 much the capital costs would be, and we could make a
7 choice even without getting a request from the school
8 based on the areas and locations that we know how
9 much to fund each school for those cameras.

10 DEPUTY CHANCELLOR ROSE: Sure.

11 COUNCIL MEMBER DEUTSCH: Thank you.

12 CHAIRPERSON DROMM: That's it?

13 COUNCIL MEMBER DEUTSCH: Yes.

14 CHAIRPERSON DROMM: You are very good.

15 You have a mined and 12 left. [laughter]

16 COUNCIL MEMBER REYNOSO: [off mic] He's
17 sitting in the corner. That's what I like. (sic)
18 [laughter] First, I want to say first thank you to
19 Chair Dromm and to SCA and to Chancellor Rose. You
20 guys have been absolutely amazing when it comes to
21 the issues that I need that work in my district.
22 When it is an issue, communication is easy. The
23 responses are—are quick and timely. So I just want
24 to thank you guys for everything you've done on both
25 sides when it comes to capacity and facility issues,

2 and when it comes to SCA items. Now, we know the
3 price tags are really large. We still want to hear
4 them. I want to be able to let my constituents know
5 how things—how much—how much things cost so they can
6 put it in perspective. You can't just build a gym,
7 right? It costs a lot of money, a lot of space, and—
8 but we want to see what that looks like. We want to
9 make sure that we can achieve the goals when it comes
10 to physical activity in these schools, and I just
11 don't think that a lot of the spaces that I have in
12 my older schools is sufficient, but again, I don't
13 really need to ask any questions here because you've
14 been answering them in my office and-and personally
15 on a regular basis. So I just wanted to actually say
16 thank you for everything you guys are doing on your
17 front. Thank you.

18 DEPUTY CHANCELLOR ROSE: Thank you.

19 MELANIE LA ROCCA: Thank you.

20 COUNCIL MEMBER REYNOSO: Thank you,
21 Chair.

22 CHAIRPERSON DROMM: You're very good,
23 too. Well, these—well these guys are getting A's
24 today. I'm telling you, you know. [laughter]
25 Council Member Rodriguez.

2 COUNCIL MEMBER RODRIGUEZ: Thank you.

3 I'm sorry, I cannot be so nice. [laughter] That's
4 my time up here. I thought we had something going up
5 here. Yeah, let me—let me take it from there. I'm
6 happy to see that there is money in this budget for
7 to upgrade the bathrooms.

8 DEPUTY CHANCELLOR ROSE: Uh-huh.

9 COUNCIL MEMBER RODRIGUEZ: As you know,
10 we worked together through George Washington High
11 School.

12 DEPUTY CHANCELLOR ROSE: We did.

13 COUNCIL MEMBER RODRIGUEZ: And, of course
14 like we know we have inherited a system when it comes
15 to many agencies and institutions that it takes so
16 many years to see a project done, and to just know
17 that close to 3,000 students that go to school, and I
18 say that probably will happen at George Washington
19 campus is similar to any school that their bathroom
20 has to be upgraded, too. Cheap and they are
21 smelling, all the people and everything from their
22 bathrooms. Are they going to be waiting for two years
23 to see that—those bathrooms be, you know, insisting
24 that it's human for them?

2 DEPUTY CHANCELLOR ROSE: So we are
3 including some of the bathrooms in the George
4 Washington campus in the Bathroom Program. I will
5 have to follow up with you on the specific timing.
6 One of the thigs that we heard from several Council
7 Members in our Borough Delegation Briefings was a how
8 do you choose the bathrooms for the Bathroom
9 Renovation Project and we really appreciated that
10 question. We realized that we actually have an
11 objective survey of our bathroom conditions. Four
12 times a year--no three times a year we actually have
13 outside consultants come into our buildings to rate
14 the interior of our buildings on cleanliness, on the
15 state of repair and on the fixtures in the bathrooms.
16 So we actually have a quantitative look--

17 COUNCIL MEMBER RODRIGUEZ: [interposing]
18 Let me--let me--sorry, be--because--

19 DEPUTY CHANCELLOR ROSE: --which we will
20 use in going forward

21 COUNCIL MEMBER RODRIGUEZ: --because of
22 the

23 DEPUTY CHANCELLOR ROSE: on which
24 bathrooms, and we will do it right.

2 COUNCIL MEMBER RODRIGUEZ: --because,
3 okay, I-I-I just hope that we can just go back. I-
4 this is not a case in-in 300 students. This is close
5 to 3,000 students that they attend that school. The
6 school that we inherit bathrooms built 100 years ago.
7 No one of those will be able to say we can go to one
8 of those bathrooms without coming out saying how was
9 it smelling? Because the sewer there is not for a
10 human being.

11 DEPUTY CHANCELLOR ROSE: So we--

12 COUNCIL MEMBER RODRIGUEZ: So I just-I
13 just-because again because of the timing and we don't
14 control, but there's something-when I see agencies
15 like it takes so long to move money, and I can say
16 I've been very, you know, committed to work with you
17 guys, but this is too long. Like that's one
18 particular case in that school and-and I see it see
19 got to a billion dollars, you know, I'm happy to see
20 that there's some money there to address. And I
21 believe that will probably happen in George
22 Washington just similar to other bathrooms because we
23 have laid all structure, infrastructure in the city.
24 Here we move to the air conditioning. I just was at
25 218. The school was built less than 40 years ago

2 with an air condition. When there was like a big
3 negative story, I worked with City Hall. I work with
4 the DOE, and we have a town hall meeting, and the
5 School Construction say it would only take a few,
6 couple of dollars because the problem with air
7 conditioner at 218 is not a new one. When it was
8 built with the Legal Aid Society—with the Children's
9 Aid Society, it had a central air condition, and we
10 make and we even said we're going to be working on
11 it. Still waiting, waiting and waiting. I know that
12 it would never happen in upper class community. It
13 would never happen because what I hear from the
14 School Construction is will not take long. It will
15 not in new capital. The air condition was there. We
16 need to do some minor investments. A year after
17 almost, and it's still another school construction.
18 What is the money? \$5 million that I'll support for
19 the pool at George Washington High School, 2010
20 budget on the First and Queen. Are we getting from
21 that—from those \$5 million? Who is moving? How are
22 we moving those barns where that money is coming
23 from? Having that and then show me the request—
24 request for proposal, and you've been saying we will
25 send you that. I have not seen a copy by email, and

2 that's unacceptable. We need to bring transparency
3 to the School Construction, and again it's coming
4 from—I've been very quiet and all those issues. Try
5 this. I've been saying hold it. [bell] Parents for a
6 press conference. I've been working with you to
7 remove the trailers. There's no moving. Still it's
8 in calendar. Still it's moving on, and again as a
9 partner or someone there with the Mayor with his term
10 and his re-election with the DOE, with you guys very
11 happy to be working through this projects, those
12 three things is going unacceptable. I have not
13 received the email that you promised me--

14 DEPUTY CHANCELLOR ROSE: Okay.

15 COUNCIL MEMBER RODRIGUEZ: --about the
16 pool.

17 DEPUTY CHANCELLOR ROSE: I'll follow up
18 with our inter-government team. I know that we did
19 have a great deal of that information for you
20 immediately following our last meeting. I'm sorry
21 that you did not seem to have received it. We'll
22 follow up and get that you. On the TCUs. We are
23 actually in Manhattan. We have removals plans for
24 all of our TUCs except for the ones at the George
25 Washington Campus that are currently used by the

2 Equity Project Charter School, and we are working
3 with them as they continue to look for private space
4 that we hope that they will be able to move out.

5 COUNCIL MEMBER RODRIGUEZ: [off mic]
6 [on mic] I heard they're already planning to keep
7 using the trailers even though they're building a new
8 building at Sherman Avenue.

9 DEPUTY CHANCELLOR ROSE: And—and that in-
10 -

11 COUNCIL MEMBER RODRIGUEZ: [interposing]
12 And—and what we agreed, you know, the Council and the
13 DOE School Construction is this is a plan in place to
14 remove all the trailers. So I hope, you know, that
15 and I'm for it. I'm for us working even with—there's
16 a good charter school that we have to be working on
17 it. I'm not an Ann Street charter school, but they
18 already had a plan saying we have a new line. Now,
19 they been talking about oh, we will probably continue
20 using the trailer. So I hope that we help on this,
21 too.

22 DEPUTY CHANCELLOR ROSE: [interposing]
23 They have indicated they would like to use the
24 trailers. We obviously would like to remove the
25 trailers and so we are working with the charter

2 school. They will have some private space coming
3 online. We may also need to provide some space in
4 one of the district buildings in order to remove
5 those trailers.

6 COUNCIL MEMBER RODRIGUEZ: Great.

7 CHAIRPERSON DROMM: But the plan is still
8 to remove those trailers?

9 DEPUTY CHANCELLOR ROSE: Yes, it is.

10 CHAIRPERSON DROMM: Okay. Alright, I
11 thank you and maybe we can sit down Council Member
12 Rodriguez and with the DOE and—and plan a course of
13 action for these issues you've raised.

14 COUNCIL MEMBER RODRIGUEZ: Yes.

15 CHAIRPERSON DROMM: Okay, thank you.

16 Council Member Rose followed by Kallos.

17 COUNCIL MEMBER ROSE: Good morning.

18 DEPUTY CHANCELLOR ROSE: Hi.

19 COUNCIL MEMBER ROSE: I'm—I'm concerned
20 about new capacity planning, and so how exactly does
21 SCA estimate capacity needs using enrollment
22 projections, housing starts and utilization data to
23 project capacity needs and when you do, do you—are
24 those—is that formula—do you use a form-formula, and
25 do you take into consideration class size? When

2 you're making these projections and also the Mayor's
3 goal to have 60,000 market rate apartments and—and
4 200,000 affordable housing units? Have you
5 considered all of those in terms of the metrics?

6 MELANIE LA ROCCA: Yes. So our
7 demographer does an annual update to our projections
8 looking at birth rates, migration, immigration, and
9 neighborhood specific patterns. So on top of that
10 information we're aiding housing starts. So we get
11 information from HPD, DOB, City Planning on housing
12 starts that are—that are projected. So that includes
13 any active permit. So whether the project moves
14 forward or not, the—the trigger is an active permit.
15 So we're capturing not only rezoning, but also as-of-
16 right units as well that are coming online. That
17 data gets broke—gets put into our projects, which
18 leads to our—our demographics. We then look at our
19 existing capacity. So both what is online currently,
20 and what is coming available in the future, whether
21 it's through SCA actions or others. Taking that
22 information we work with our colleagues at the
23 Department of—of Education to understand where there—
24 there are specific non-capital strategies that we can
25 employ to target certain neighborhoods to address any

2 overutilization concerns. The list is prioritized.
3 We prioritize based on our greatest current need and
4 where we see the most significant future growth.
5 With respect to the Mayor's Plan, absolutely. We
6 have been part of those conversations whether it is
7 Bay Street in your district or East New York for
8 example in Council Member Espinal's district. So we
9 are part of those conversations from day one to
10 understand what, if any, potential school impacts
11 there--there may be, and how we can solve for that,
12 and I'd like add class--

13 COUNCIL MEMBER ROSE: [interposing] And
14 do you request size when you also project how many
15 classrooms we'll--we'll--we'll need in those buildings?

16 MELANIE LA ROCCA: It--the capacity plan is
17 based on 20 students in a class and grade. So by
18 definition, you know, we calculate capacity at that
19 class size, and where we see a building over-utilized
20 that means we need more capacity due to class size.

21 COUNCIL MEMBER ROSE: Thank you and when
22 you're proposing a building, why--why wouldn't you
23 consider having clearly defined spaces identified as
24 an auditorium, a cafeteria, a gym? I see too many
25 buildings that are being built where there's a shared

2 space and it becomes a multi-purpose space leaving
3 the school without a clearly identified auditorium or
4 gym space?

5 MELANIE LA ROCCA: Sure for all new
6 capacity our ground-up capacity absolutely. Every
7 new building gets a cafeteria and a kitchen that's
8 appropriately sized for that building. Our standards
9 have been to employ a gymnasium in our new
10 buildings. We believe that there is efficiency to be
11 had in this use in a way that does not take-away
12 value from our phys-ed programming. Nothing to add,
13 right?

14 COUNCIL MEMBER ROSE: So you're saying
15 you use a multiple—a multi-purpose space for
16 auditorium and gym?

17 DEPUTY CHANCELLOR ROSE: I think it
18 really is also a question of what are the sites that
19 the SCA is able to find, and what are the needs in
20 the area? Where possible, we do try to get more
21 multi-purpose—more distinct spaces, but the reality
22 is that auditoriums are among our least used spaces
23 in our buildings and they are very space demanding.
24 So to the extent that we are able [bell] to find ways
25 to provide some of the functionality that schools need

2 in other ways that help us better meeting the overall
3 needs for capacity, we try to. You know, but I also
4 know schools that use a small multipurpose room for
5 grade level concerts very effectively that don't have
6 full auditoriums. So, full auditoriums are among our
7 least used spaces. I think they can be very helpful,
8 but where space doesn't provide for that, we try to
9 look for alternatives.

10 COUNCIL MEMBER ROSE: You don't consider
11 building up to accommodate, you know, those spaces,
12 those common spaces?

13 MELANIE LA ROCCA: So certainly we do
14 some of our new buildings growing in height. As the
15 Deputy Chancellor said, you know, we let—we let the
16 space help inform how that building will—will get
17 designed.

18 COUNCIL MEMBER ROSE: Thank you. My time
19 is up. Thank you.

20 CHAIRPERSON DROMM: Okay if you, you
21 know, if you want to follow up we can do a second
22 round with you. Let me—I just have a few more
23 questions.--

24 COUNCIL MEMBER ROSE: Oh, no go ahead.

2 CHAIRPERSON DROMM: --and then I can go
3 back to you. Okay, and then we'll--we'll--we'll wrap
4 it up. So, thank you everything that you've said so
5 far. Does the--what federal funding does the SCA
6 receive besides that related to Hurricane Sandy
7 Recovery money?

8 MELANIE LA ROCCA: None.

9 CHAIRPERSON DROMM: None. Okay. Oh,
10 yean, proposed Amendment increase in part reflects an
11 additional \$53 million that will pass through DCAS to
12 do work as part of their Accelerated Conservation
13 and--and Efficiency or ACE Program. How much money is
14 passed through SCA for work done by other city
15 agencies, and can you identify the projects
16 associate--associated with these--with these funds?

17 MELANIE LA ROCCA: I believe ACE is the
18 only program and that, as you mentioned is \$53
19 million.

20 CHAIRPERSON DROMM: And that funding is
21 only for school retrofitting right or greening.

22 DEPUTY CHANCELLOR ROSE: Greening and--and
23 I would like here to acknowledge our team at the
24 depart--the Division of School Facilities who actually
25 execute those projects in the ACE program.

2 MELANIE LA ROCCA: And I should say I-I
3 misspoke. There is a very minimal amount of money
4 just over a million dollars that we are in receipt of
5 from DEP for some infrastructure projects in our
6 playgrounds typically associated with the Trusts for
7 Public Land Jobs.

8 CHAIRPERSON DROMM: So with the contract
9 at D—who makes the contracts when you pass, you just
10 pass the money through to DCAS and then they
11 determine the contracts negotiations?

12 DEPUTY CHANCELLOR ROSE: So DCAS sets the
13 objectives, and the specific types of programs that
14 they would like to see. They pass the money through.
15 The Division of School Facilities then executes those
16 projects in our buildings.

17 CHAIRPERSON DROMM: Do they use unionized
18 labor?

19 DEPUTY CHANCELLOR ROSE: I will come back
20 to you on that. I believe that they do.

21 CHAIRPERSON DROMM: Okay. Alright.
22 Alright the Capital Plan currently only includes
23 enough funding to address building elements rated
24 five or four on the Building Condition Assessment
25 Survey. How much funding would be required to

2 address all building elements with the DCAS rating of
3 four or fair to four and three and below? [pause]

4 MELANIE LA ROCCA: It would like be a
5 very large number. I don't have an exact number.

6 CHAIRPERSON DROMM: [pause] So counsel
7 as well or I should say staff advised me as well
8 that, you know, we could do some advice—we could—we
9 might be able to save some money if we were able to
10 address these issues at—you know, earlier on before
11 they become a five. And I think it would be
12 something, you know, to look at a little bit more
13 deeply moving down the road here in terms of cost
14 saving that might be available to us. So we'll—let's
15 talk about that further as we move along. For my
16 staff also the SCA has said in the past that it can
17 only provide the capital plan in PDF format due to
18 Legacy system issues. Is there any plan to upgrade
19 the SCA systems so that the Capital Plan can be
20 provided in alternative machine readable forma?

21 MELANIE LA ROCCA: I do not believe there
22 are current plans for that.

23 CHAIRPERSON DROMM: Alright, we need to
24 talk about those two things. We need to talk about
25 that, and about the five ratings moving forward.

2 DEPUTY CHANCELLOR ROSE: I will say I've
3 gotten very good at using search functions in those
4 documents.

5 CHAIRPERSON DROMM: Oh, okay. [laughs]
6 Thank you. Did Council Member Rose leave? Okay.
7 Alright so actually yeah. [pause] Do you have a
8 question? Yeah, okay, Council Member Kallos.

9 COUNCIL MEMBER KALLOS: Thank you, Chair
10 Dromm. Just following along siting, which is a
11 challenge, would you be willing to work with Mayor's
12 Office of Data Analytics, MODA, to use the automated
13 City Register Information, ACRIS, to create an alert
14 so that any time a lot was purchased by someone you
15 could get an alert and thereby reach out to people as
16 they purchase things versus after they've already
17 filed a building plan, and in so doing you might be
18 able to identify the 24 locations we need for new
19 schools, and even perhaps engage in a public/private
20 partnership to get those seats built on private land?

21 DEPUTY CHANCELLOR ROSE: So our brokers,
22 as—as I mentioned before, we have brokers who are
23 employed by the SCA and who ae commissioned based.
24 So they get paid based on their success rate. So our
25 brokers are—are some of the largest firms in the

2 city, and are certainly scouring the market where we
3 have funded seat need.

4 COUNCIL MEMBER KALLOS: So-so I guess,
5 this is a pivot on that. We have data that the
6 brokers don't have no matter how big they are or how
7 sophisticated, and they're only seeing the things
8 that are there for sale. And so, you may not need to
9 buy ten-a 100 x 100 lot with 10 FAR, but if somebody
10 has just purchased it yesterday, and you need 10,000
11 square feet somewhere or 100,000 square feet, you
12 could go to that developer and say hey, it looks like
13 you might need some financing. We need some school
14 seats on the first floors, which are not places that
15 people want to buy condos anyway. Could we have a-and
16 what my people call should off a-a deal here.

17 DEPUTY CHANCELLOR ROSE: I think our
18 brokers do already do some of what you mentioned, but
19 we'd be happy to have further conversations with you.

20 COUNCIL MEMBER KALLOS: Great. Now just
21 for a-a specifically capital question I just want to
22 thank you and Mike Marasola (sp?) for being so
23 responsive to again all the different schools in my
24 office on every single project. So, there's an
25 occurrence that I see in my district where we

2 allocate a million dollars for something. Then it
3 goes into scoping and then the price doubles,
4 triples, quadruples, quintuples and then we are stuck
5 there with this million dollars that we may not
6 really be able to use. We can't take it away from
7 the school. They end up having to repurpose it and
8 it creates a—a larger problem. Would it be possible
9 to offer an opportunity to break out the three
10 phases of the contract so that a council member could
11 use capital funds just to fund scope, and then once
12 that scope is in have a scope that has a price that
13 will increase and can even be pegged to inflation
14 that says if you funded them this year at this much,
15 if you fund it in three years, it will be that much
16 without having to just continue the process of scope
17 and not having enough money, and then re-scoping. So
18 on and so forth.

19 DEPUTY CHANCELLOR ROSE: Yes. We are
20 always happy to have council members fund scope only
21 projects.

22 COUNCIL MEMBER KALLOS: I did not know
23 that. That is—that is absolutely amazing. So I—I
24 will start that with all these green roof projects.
25 So I appreciate that and I think the—the other piece

2 as Chair of the Committee on Governmental Operations,
3 the Board of Elections need poll sites. Because of
4 the Americans with Disabilities Act, many of the
5 public school, which are not accessible or even
6 partially accessible have no—have—have been
7 discontinued as poll sites. We—we are desperate as a
8 city. We have long lines, and the big reason for
9 having long lines is because we have no one who shows
10 up in off-year elections, but in a presidential
11 election everybody shows up, and in my district the
12 issue was room capacity. Is it possible for SCA and
13 DOE to work with the Board of Elections so that the
14 work that we do on election day to make places
15 accessible can be just permanent work instead of
16 paying for it three times a year temporarily, and use
17 some of that money and whether there's federal
18 dollars associated with and part of this lawsuit to
19 make our schools accessible.

20 MELANIE LA ROCCA: And we actually work
21 very close with the Board of Elections on all of our
22 poll sites in school buildings. They have I believe
23 in the past funded some accessible—permanent
24 accessibility [bell] components and in some cases
25 they do do the temporary ramps, but we continue to

2 work with them. We are happy to keep continue to
3 work with them, and—and we agree that schools are
4 part of our democracy.

5 CHAIRPERSON DROMM: Okay, Council Member
6 Margaret Chin.

7 COUNCIL MEMBER CHIN: Yeah, I just have a
8 quick follow-up—follow-up question about bathrooms
9 upgrades. Is there a way to—for the SCA to really
10 coordinate with us because we're getting Reso A
11 requests for bathroom upgrades and they're very, very
12 expensive. So if there's a way that we can
13 coordinate if we could put some matching, you know,
14 like put some money in there to sort of help speed up
15 the process, is that a possibility?

16 DEPUTY CHANCELLOR ROSE: I think we're
17 happy to have that conversation. Absolutely.

18 COUNCIL MEMBER CHIN: Yeah because of
19 the—the school especially the older school they do
20 need the upgrades in the bathrooms, and the other—the
21 final question is on new capacity. Do SCA ask your
22 demographers to look at neighborhood by neighborhood
23 rather than sub-districts and—because like the—the
24 experience that we have in Lower Manhattan I mean the

2 growth is in certain neighborhoods and the schools
3 there.

4 MELANIE LA ROCCA: Right. So our
5 demographers and our demographics are done at the
6 district and sub-district level, but certainly within
7 that we do see areas where there is more pronounced
8 growth, and our data's ability—our data is able to
9 capture that in part because we're looking at
10 existing school facilities as well. So it is a blend
11 of—of multiple different data streams that we're
12 using to get our final product.

13 COUNCIL MEMBER CHIN: Now, in—in our
14 district we have worked very well in terms of
15 incubating, right. Is that something that you do
16 citywide in terms of helping to alleviate
17 overcrowding to start incubating the school?

18 DEPUTY CHANCELLOR ROSE: Absolutely. In
19 fact, I think in Queens we have several examples of
20 where we've built a brand new building. We know
21 another one is coming online a few years out. We
22 immediately start opening a second school within the
23 new school building so that it's in place and can
24 then be more fully occupying the new building when
25 it—when it opens.

2 COUNCIL MEMBER CHIN: That's good. I'm-
3 I'm glad that—I don't want us to be the only special
4 district. [laughter] But in terms of incubating
5 space, Tweet is still a very good site so to
6 community to communities still advocating for that,
7 and the other one is the—the Washington Street where
8 it's supposedly a Pre-K center, but it's not fully
9 utilized. So that might be a site that we could look
10 at using as an incubator site for the New Trinity
11 School coming online especially because we're paying
12 a lot of rent for that space. It's a very expensive
13 space, and I don't want it to be sitting empty. So
14 we should really look into that, and I hope to have—
15 continue this conversation about that.

16 DEPUTY CHANCELLOR ROSE: Okay.

17 COUNCIL MEMBER CHIN: Thank you. Thank
18 you, Chair.

19 CHAIRPERSON DROMM: Okay. Thank you very
20 much. We appreciate you coming in and giving
21 testimony, and we look forward to seeing DOE at least
22 at the Expense Budget on March 21st. Thank you very
23 much.

24 DEPUTY CHANCELLOR ROSE: Thank you very
25 much.

2 CHAIRPERSON DROMM: We're going to move
3 into public testimony although we are about seven
4 minutes early for the call time of noon, but we do
5 have people here already who do want to give
6 testimony. So I'm going to call them up for our next
7 panel. [background comments] Rebecca Costa Chanko
8 from the ARISE Coalition.

9 REBECCA COSTA CHANKO: I'm not—I'm with
10 them but I'm not speaking behalf of the ARISE
11 Coalition. (sic)

12 CHAIRPERSON DROMM: Oh, okay, fine. Very
13 good. [background comments, pause] Rebecca here on
14 her own. Maggie Moroff Advocates for Children.
15 [background comments, pause] Jackie Okin-Barn-Barney,
16 Parents for Inclusive Education, and Michelle Norris,
17 Citywide Council on Special Education. [background
18 comments] [gavel]

19 SERGEANT-AT-ARMS: Quiet, please. Quiet.
20 Thank you. [gavel]

21 FEMALE SPEAKER: I remember last time
22 there was—we were hoping that people would stick
23 around to hear our testimony, and you had said that
24 that you usually request that of people who come to
25 these meetings.

2 CHAIRPERSON DROMM: I'm sorry. I can't
3 hear your.

4 FEMALE SPEAKER: And I—and I don't think
5 that's about to happen this time. The last time the
6 SCA left the DOE left--

7 CHAIRPERSON DROMM: Yes.

8 FEMALE SPEAKER: And I think you
9 suggested--

10 SERGEANT-AT-ARMS: [interposing] Quiet,
11 please.

12 CHAIRPERSON DROMM: I believe Mariah
13 (sic) or somebody from the DOE will be here, because
14 they usually do leave somebody.

15 FEMALE SPEAKER: Is the SCA leaving
16 anyone?

17 CHAIRPERSON DROMM: Thank you. He's—he's
18 here for at least for City Hall. For City Hall you
19 said?

20 MALE SPEAKER: Yes.

21 FEMALE SPEAKER: The SCA. [background
22 comments, pause]

23 CHAIRPERSON DROMM: Well, is anybody here
24 from SCA?

25 FEMALE SPEAKER: Yes.

2 CHAIRPERSON DROMM: Okay, very good. I
3 thought so. Alright so we have SCA and the City Hall
4 here, and before we begin I do need to swear you in
5 or affirm you. So I'm asking you if you would please
6 raise your right hand. Do you solemnly swear or
7 affirm to tell the truth, the whole truth, and
8 nothing but the truth, and to answer Council Member's
9 questions honestly?

10 PANEL MEMBERS: I do.

11 CHAIRPERSON DROMM: Alright. I'm going
12 to start over here. Yep and just state your name for
13 the record.

14 MICHELLE NORRIS: My name is Michelle
15 Norris.

16 CHAIRPERSON DROMM: Okay.

17 MICHELLE NORRIS: Thank you for the
18 opportunity to provide testimony today about the
19 upcoming Capital Budget for the New York City Public
20 Schools. I want to focus on the inadequate line item
21 for accessibility. Currently, \$126 million is
22 proposed over five years. On the inadequate line
23 item for accessibility. Currently, \$126 million is
24 proposed over five years. In our last budget cycle,
25 \$100 million made 17 schools accessible, improved

2 accessibility in six existing schools and provided
3 some reasonable accommodations in existing buildings.
4 The New York City Department of Education has 3,666
5 sites. There are nearly 1,800 schools in about 1,300
6 buildings. In 2016, 360 schools including Pre-K
7 sites were listed as fully accessible by the
8 Department of Education. This means we have about
9 1,240 schools to go, which translates into about 900
10 buildings that need to be made accessible. At a rate
11 of 17 schools every five years, we will reach its
12 fully-full accessibility 263 years in the Year 2280.
13 This is not acceptable. We need some accessibility
14 to be on the horizon of our lives. I am proposing
15 that we increase the Capital Budget for accessibility
16 tenfold to \$1 billion over five years. At that rate,
17 we will achieve full accessibility in 26 years just
18 in time for my grandchildren to go to high school.
19 If we dodge our legal requirements and our moral
20 imperative when we fall back on IDA's mandate for a
21 free and appropriate education. An appropriate
22 education is not one where people with disabilities
23 are segregated into schools that they can access. An
24 appropriate education means equal opportunities to
25 attend your neighborhood elementary school to have a

2 full range of high school choices not just the ones
3 that have a bathroom big enough for you wheelchair,
4 and to have your parents involved in your education.
5 This is not just an education issue. The ADA passed
6 in 1990 guarantees that people with disabilities have
7 the same opportunities as everyone else to
8 participate in the mainstream of American life to
9 enjoy employment opportunities to purchase goods and
10 services, and to participate in state and local
11 government programs and services. Our schools are
12 public buildings where teachers, administrators and
13 staff make their living, community members vote, and
14 parents attend conferences and events. Twenty-seven
15 years later we have not complied with the spirit or
16 the letter of ADA in our school buildings. It is
17 easy to focus on the Department of Education when we
18 discuss the lack of accessibility, but the money
19 needed to achieve compliance with the ADA has to come
20 from our legislators. We need you to make the
21 allocations that will fully support accessibility for
22 my son, 80s children. Thank you.

23 CHAIRPERSON DROMM: Thank you. Next,
24 please.

2 REBECCA COSTA CHANKO: I—my name is
3 Rebecca Costa Chanko. I am a parent. I'm a member
4 of the ARISE Coalition, but I'm not speaking on
5 behalf of the ARISE Coalition. I first of all I want
6 to say I loved hearing questions about accessibility
7 today, and I really appreciate the attention and the
8 focus that you're giving it. I would like to give--

9 CHAIRPERSON DROMM: [interposing] I would
10 also that—not to interrupt you, but it's a special
11 concern of mine and even in my local district I tried
12 to fund my District 75 schools at a greater rate than
13 I would for the other schools because I do consider
14 it to a special population in need of additional
15 funding.

16 REBECCA COSTA CHANKO: Thank you.

17 CHAIRPERSON DROMM: So to the extent that
18 we can continue to fight this battle together I look
19 forward to being able to do that, and that's why I
20 wanted to target in on some questions about
21 accessibility and especially behind the meeting we
22 had with Council Member Andy Cohen a year or so ago,
23 a year and a half or so ago, but—but thank you--

24 REBECCA COSTA CHANKO: Thank you.

2 CHAIRPERSON DROMM: --and I'm sorry to
3 interrupt you.

4 REBECCA COSTA CHANKO: No, thank you.
5 Thank you very much, and I am--am not providing
6 written testimony. I have done that before, but
7 because I am the parent of a child with a disability
8 there's a lot in my life, and that's something I
9 wanted to address. I just think whenever you see a
10 parent like--like one of us in front of you, you
11 should count for maybe a thousand of those parents
12 [laughs] or maybe a hundred. So for example I ran
13 out of last week's meeting very quickly after I
14 testified because just to give some color to the
15 situation my choice for my daughter to--for her middle
16 school bussing was that she could go with all the
17 kids in her neighborhood on a inaccessible bus that I
18 have to help her get on and off of, and had to buy an
19 extra Scooter for \$2,000 that my insurance didn't
20 cover to put at her school, or she could go on a
21 segregated bus by herself? So everyday between 1:00
22 and 2 o'clock, I think Oh, my God where am I and how
23 far am I away from the bus stop to get the Scooter
24 from my building to go meet her. And that's just
25 one--one thing, and that's not about buildings, right?

2 There are a lot of issues that aren't about buildings
3 because we have so many inaccessible buildings, but
4 square one for access is access and square one for
5 Access is money, and the \$100 million because I'm
6 only calling it a 100 because some of this really
7 isn't about school access although it will help to
8 make some shelters accessible to—and dear lord we
9 need shelters for people with disabilities. I mean
10 it's just unbelievable that—it's just part of the
11 whole picture of our lives, the shelter issue. I
12 just want to suggest that there's a lot going on for
13 families with disabilities. People like me who can
14 make the time it's—it's pretty rare. I actually
15 have, you know, a difficult time, a lot of the time.
16 I couldn't come during elementary school because as I
17 mentioned in the last meeting I had to be available
18 to carry my daughter up the steps whenever she needed
19 to go up the steps at school. As I said again, at
20 the last council meeting, I want to remind that if
21 there was any other minority and we were saying that
22 they could only go to 17% of the elementary schools,
23 I think we'd all be throwing a lot more money at this
24 problem. And I just want to emphasize that it sounds
25 crazy that—that I carried my daughter up the steps of

2 the school rather than taking her another school
3 which was accessible, but we happen to live in an
4 amazing school district with a wonderful school, and
5 she needs to be known by her neighbors. She needs to
6 go get pizza a block from our house on her Scooter,
7 and have other people know her and understand her and
8 say hi, Jacqueline and not stare at her because
9 they've need a little girl on a bright pink Scooter,
10 and they don't know what that is. And before I
11 started carrying her up the steps in her school in
12 her local zoned school that she should have actually
13 just had everything moved to the first floor for her,
14 but which they did after the first year. Sometimes
15 you have to show people what's important. People in
16 our neighborhood know her now, and they know me now
17 that—that never knew us because we would go out of
18 our neighborhood for her to go to school, and that is
19 a huge thing for anybody, and for children who are in
20 any community. Communities are communities around
21 specific reasons, goals, et cetera. They deserve to
22 be part of their communities. There are so many more
23 things I could say. I know that I probably—oh, I
24 have a little time left. Is that correct?

2 CHAIRPERSON DROMM: No, you're a little
3 late.

4 REBECCA COSTA CHANKO: Oh.

5 CHAIRPERSON DROMM: But that's okay.

6 REBECCA COSTA CHANKO: That's alright. I
7 love that you started late on my time. I want to say
8 are we thinking about having any of those new Pre-K
9 seat are accessible? Because the year that I was
10 taking my daughter up and down the steps in our local
11 elementary school, we rezoned because our school is
12 so crowded, and the rezoned school was also
13 inaccessible. It was taking over a parochial school,
14 which is also a big problem. A lot of the parochial
15 school we're taking over are not accessible. Things
16 can be made more accessible on the fly without
17 spending \$2 million for an elevator, though. If
18 you're taking over a parochial school you can be
19 thinking about how you're designing that school's use
20 to accommodate kids with disabilities. Sewell Park
21 High School I checked on their list on line after you
22 said that. It is not on their list. Steps in an
23 elevator school like there needs to be a lot of
24 thoughtfulness because the decisions the SCA is
25 making, and I think that the Department of Justice

2 investigations showed that there has not been
3 thoughtfulness really at all for 27 years. So I
4 think all that can happen, but it can't happen
5 without a lot of money and \$100 million is just never
6 going to be enough. I think you described that
7 beautifully, and I'm going to accede my time to
8 people who know things really, really well and can do
9 a lot with it.

10 CHAIRPERSON DROMM: Thank you very much.

11 REBECCA COSTA CHANKO: Thank you. [bell]

12 JACKIE OKIN-BARNEY: Hi, thank you.

13 [background comments]

14 REBECCA COSTA CHANKO: I didn't accede you
15 much.

16 CHAIRPERSON DROMM: That's not for you,
17 right.

18 JACKIE OKIN-BARNEY: Hi. My name is
19 Jackie Okin-Barney. I'm here today representing
20 Parents for Inclusive Education also known as PIE.
21 PIE is a parent led advocacy group of educational
22 programs that works to advocate for all students with
23 disabilities, and this work is the outgrowth so the
24 community will offer inclusive educational
25 opportunities. We work to teach in various ways with

2 the DOE—with the DOE and with outreach, and over the
3 past few years we were working with DOE and other
4 essential educational advocacy groups to improve
5 access--accessibility for students with disabilities.
6 We applaud the efforts that the DOE has made thus
7 far, but as you hear so much more needs to be done.
8 We always dream that all students will see the equal
9 access to all educational opportunities. This is
10 assigned. (sic) With DOE's implementing school choice
11 instructions at all levels of the system so as to
12 help students have equal opportunities to attend the
13 very wonderful schools in our system. For high
14 schools in particular the DOE has already made
15 schools with specific areas of outreach so students
16 can--so students can choose to meet their specific
17 needs and interests. However, these choices and
18 opportunities are not available to all students.
19 Students with difficult disabilities who need these
20 schools are often excluded from these schools. As
21 you know, as you've heard many of our schools are old
22 and they do not comply with the ADA. As a result so
23 many of these students do not have equal
24 opportunities to--to--to attend their local community
25 elementary schools or to apply to a high school just

2 like any other student. In Manhattan alone there are
3 only six fully accessible high schools, and four of
4 them are highly competitive to get into. [background
5 comments] I know you are always—and I also know that
6 there are a range of schools that are designated as
7 functionally or partially accessible that are not
8 actually accessible to kids in wheelchairs. [bell]

9 CHAIRPERSON DROMM: Jacqueline continue.

10 JACKIE OKIN-BARNEY: Thank you. I
11 appreciate this. There are functionally accessible
12 schools with steps to the front door. There are
13 schools with bathrooms that are not wide enough for
14 wheelchairs. There are schools where kids cannot be
15 fully included to get to the kid to the science labs,
16 computer labs, auditoriums or some other areas of the
17 building. There are also schools where entrances are
18 not in the same place. We had a PIE family attend
19 this year at Manhattan High School for Girls and
20 Martin Luther King High School who could not get
21 into—who had to go into a separate entrance to get
22 into the building. There is no signage. They had to
23 follow the garbage (sic) rooms. These unknown
24 garbage building of the school, they had to follow
25 the garbage rooms to find the accessible entrance.

2 When they found this no one was there in their
3 office, and they had to find someone in the building
4 to get a security person to open the door. This
5 situation was unnecessary and unfair. As you know it
6 was for this family. I'm here like Owens (sic) to
7 implore you to give—to give the DOE the money we need
8 to make a difference with the accessibility of our
9 schools. I understand that \$22 million is being
10 proposed to increase the shelter (sic) system on the
11 first floor of our schools. I agree this is a need,
12 but a whole other host of other city populations, but
13 this will not make the schools accessible and
14 inclusive for people with disabilities. Having the
15 first floor access is not the same, it's not equal
16 and quite frankly it's not appropriate. More needs
17 to be done. I'm asking for my other colleagues at
18 the City Council allocate \$100 million to major
19 capital improvements. The money now can be
20 designated not only for new buildings, but also just
21 only partially or functionally for those buildings
22 that need to improve to be fully accessible. Again,
23 despite the DOE's efforts, these students with
24 physical disabilities do not have equal opportunities
25 that all other students in this city have, and we

2 ask—we ask that the City Council will help the DOE so
3 that all students truly have equal opportunities to
4 our school. Thank you very much.

5 CHAIRPERSON DROMM: Thank you.

6 MAGGIE MOROFF: Good afternoon Chair
7 Dromm. Thank you for the opportunity to speak today.

8 CHAIRPERSON DROMM: Alright.

9 MAGGIE MOROFF: Thank you also, as
10 Rebecca said before, for your questions earlier on
11 accessibility, and for your ongoing interest in this
12 issue, one that we think is really important. I'm
13 Maggie Moroff. I'm the Special Education Policy
14 Coordinator at Advocates for Children. I also
15 coordinate the ARISE Coalition of which all four of
16 us are members, but I'm here today to speak from
17 Advocates for Children. I'd like, along with these
18 other advocates, to spend my time discussing
19 accessibility in New York City public schools. As I
20 outlined at last week's hearing, and as you've heard
21 already, New York City lacks a sufficient number of
22 accessible schools at the elementary school, middle
23 school and high school levels. Only 17% of the
24 city's elementary schools are fully accessible, which
25 I think you acknowledged in your questions. Six of

2 the city's 32 community school districts currently
3 have no accessible elementary schools. Eleven of
4 those districts are devoid of fully accessible middle
5 schools, and 13 of them don't have fully accessible
6 high schools. Given the lack of fully accessible
7 schools, the DOE relies heavily on partially
8 accessible schools to serve students with—with
9 accessibility needs. However, schools labeled as
10 partially accessible often don't meet the needs of
11 students—of—of children and adults actually with
12 accessibility needs in some very significant ways.
13 I'm not going to go into that in detail. I think
14 you've heard it better from the rest of the panel,
15 but the city does to invest increased funding to make
16 additional schools accessible for students, families
17 and teachers. The 2015 to 2019 Capital Plan
18 continues to allocate only \$100 million for improving
19 school accessibility. We understand from
20 conversations with the city that that translates to
21 major capital improvements in only about 17 school
22 buildings over the course of that five-year period.
23 Furthermore, as—as has been discussed at length today
24 there's another \$26 to \$28 million that's being used
25 to ensure that a number of schools, an unclear number

2 of schools are going to be shelter accessible. So
3 I'm not including that money in our calculations
4 because those are little bit different than real
5 school accessibility. It only includes parts of the
6 first floor. While it's true that there's also money
7 in the budget for new construction, and that new
8 construction will be all be ADA compliant and,
9 therefore, fully accessible. Given the current lack
10 of accessible options throughout the city, a whole
11 lot more is needed. So minimally we're recommending
12 that the city double the amount of funding currently
13 dedicated to making schools accessible, and adding--
14 here I am using this shelter money--adding at least an
15 addition \$125 million. That's a little more than
16 what Michelle [bell] called for. I'll be brief. I'm
17 sorry, but this proposal really echoes what you just
18 heard from Jackie. So of that funding, we'd suggest
19 that \$100 million be allocated to major capital
20 improvements to render more buildings fully
21 accessible. Also, including smaller renovations to
22 improve the accessibility of other schools based on
23 those accessibility surveys that we heard from
24 Elizabeth Rose about before. The \$100 million would
25 make major renovations on somewhere between 15 and 17

2 additional schools based on the work that's been done
3 over the past four years. Altogether, that would
4 bring the number to about 35 schools. We're
5 guessing, but that's our best estimate. On top of
6 that, we'd urge that that other \$25 million we're
7 asking for be allocated to a fund to facilitate
8 families' requests for reasonable accommodations to
9 school buildings. So those would be based on
10 individual students' mobility, hearing and vision
11 needs. In conclusion, when a student with a physical
12 disability is admitted to a school that's not
13 accessible, but renovations would make attendance
14 possible, the funding needs to be there for those
15 renovations. So I'm going to cut myself short and
16 not read my whole testimony, but thank you again for
17 the time today, and I'm very happy to answer any
18 questions you have.

19 CHAIRPERSON DROMM: Thank you, Maggie,
20 and I just want to assure this panel that we will
21 fight for those additional dollars. I don't know
22 what we're going to come up with, but we will be
23 fighting for those—for those dollars. So thank you
24 for that testimony. It is shocking and I forget
25 which panel that said it that only six high schools

2 in Manhattan are fully accessible and four of them
3 are specialized high schools. They're high-the
4 highly selective. So, really only two in real terms,
5 and that really is very concerning to-to this
6 committee. You know, I've become very aware of
7 issues with disability because my mother has become
8 disabled, and walks with a walker. She was
9 wheelchair, but thank goodness she's in a walker, but
10 everything I do now I have to check out before. It
11 reminds me of-of your experiences of being there for
12 the bus, you know, getting on Scooter so you get
13 there, you know. I mean like-so if I go to a show,
14 if I go to, you know, anything that I do-I-I went to
15 a pub last weekend because we had St. Pat's for All
16 Parade, and I had a call to find out, you know, if
17 there was a back door to get her in because there
18 were steps in front door, you know. So I think these
19 issues affect all of us, and if they're affecting us
20 right now, maybe they will affect us as we get older
21 as well, and I think we have to really internalize
22 that. So that's important, and I just want to say
23 politically also I've been a big supporter of taxis
24 for all, and I've worked with some of the-the clubs
25 as well, the Democratic clubs to promote that, and to

2 fight for that, and when I took my office in Jackson
3 Heights, the office was not accessible, but before I
4 would sign a lease, I demanded that the landlord make
5 it accessible. So we now have—and—and they used to
6 come in the back door. People don't have to come in
7 the back door now. We have a nice side ramp with a
8 sign, Accessible Entrance and an accessible bathroom
9 as well in my office. So I think where there is a
10 will there is a way. Anyway, that being said, I'm
11 curious. Maybe one of the panelists can tell me.
12 Maybe Maggie would know also, the DOJ entered into
13 this and—and—and cited the lack of accessibility. Do
14 they have a timeline by which schools must become
15 accessible? How is that working? What is the—the
16 remedy or what—what's going on with that?

17 MAGGIE MOROFF: So my understanding is
18 that there is a timeline, but it's secret.

19 CHAIRPERSON DROMM: It's passed?

20 MAGGIE MOROFF: No, that it's secret.

21 CHAIRPERSON DROMM: Oh, it's a secret?

22 MAGGIE MOROFF: Uh-huh.

23 CHAIRPERSON DROMM: And that's a secret
24 on the DOJ's part?

2 MAGGIE MOROFF: No, I did—you know, the
3 Department of Education and the City and DOJ had been
4 working. It—DOJ issued their findings last January.
5 The department answered it, and there's a lot of—I
6 understand that there's a lot of working going on
7 around that. It's particular to the elementary
8 schools only, but the ultimate timeline and outcome
9 of that has—it's—it's part of the litigation—not the
10 litigation, but it's part of the ongoing
11 investigation and, therefore, not made public.

12 CHAIRPERSON DROMM: I see. Okay, okay.
13 That made that make sense, but it doesn't make sense
14 but it does.

15 MAGGIE MOROFF: Yes.

16 CHAIRPERSON DROMM: [laughs] Okay.
17 Anybody else want to say anything on that? No.
18 Alright, well, yes. Just why don't you just grab the
19 mic so we can get to this recorded.

20 REBECCA COSTA CHANKO: So I spoke
21 predominantly about the construction portion because
22 that's where I come from, but I had a very different
23 experience because they didn't carry my child up and
24 down the stairs. And so we live across the street
25 from 122, one of the best schools in our district,

2 and my son didn't go there. Instead, he traveled 19
3 miles each way to Long Island, and he doesn't have
4 friends in the neighborhood. He has friends, but
5 they're scattered over five boroughs and three
6 counties because that's where that's where told him
7 his school to go. He has three typical friends who—
8 who we've known like forever, and so this year he
9 applied to high school, and we went to the high
10 school fair with one of his friends, and it was
11 overwhelming, but the schools that his friends wanted
12 to apply to that he was interested in weren't
13 accessible. So now, he's going to go to public
14 school next year. He's going to go to an accessible
15 school, but where everyone got 12 choices my Abie got
16 two, and he would have liked to go with his oldest
17 closest friend. They would have liked to go to the
18 same school, but hey didn't—the schools that he was
19 interested in that she was interested in he couldn't
20 get in the door. And one of the schools that he
21 applied to was on that functionally accessible list,
22 and when went and interviewed there was no accessible
23 bathroom. I had to lift him out of his wheelchair
24 and carry him with his toileting materials into a
25 stall that was like this wide for me and Abie, and

2 he's not done growing. So I just wanted to add that
3 as sort of the personal side of this.

4 CHAIRPERSON DROMM: Well, those--those
5 personal stories are really important because I think
6 it really shows the impact of--of--of being non-
7 accessible. What it means to people's lives.

8 REBECCA COSTA CHANKO: And--and I want to
9 say that there are times that we joke in our family
10 because we'll have--we--we try and--my daughter goes
11 only with non-disabled peers to school, and that's a
12 choice you'll--you--you kind of have to make the choice
13 that we made, and we made the other different sides
14 of it, and--but I've--I've had to quit my job and
15 basically work everyday to get my daughter fair
16 access in the city in--in a multitude ways, not just
17 in schools. And, I will say that we joke because we
18 have people from other places come to visit us who
19 have disabilities that we've connected with because
20 we do want her to know other people with
21 disabilities, you know. And they can't believe how
22 inaccessible and how hard it is in New York compared
23 to a lot of the other places that they go all around
24 the world. And we say like well we're New Yorkers.
25 We're tough and try, you know, for New Yorkers

2 driving a disabled New Yorker you are tough. You are
3 really tough, but I—but I think that I also walk a
4 fine line as if—I would imagine you do, too, but it's
5 like the difference between resilience and toughness
6 and getting beaten down, and I'm a fighter. My
7 daughter is I think showing signs that she will be,
8 too, to like get what she deserves but—and we're here
9 today, but for every one of us, there's a lot of kids
10 whose parents don't speak English. They can't afford
11 to go away from their hourly wage job to be here.
12 They are trying to make money for cab fares because
13 Access-A-Ride doesn't show up on time, and the
14 subways aren't accessible. So like there's an
15 intersectionality between us and a lot of other
16 things in the—the city, and we count for a lot of
17 people that serve us. That's just what I want to
18 say.

19 CHAIRPERSON DROMM: It reminds me of a
20 story. I was a fourth grade teacher for 25 years. I
21 always like to say that, and one of my fourth grade
22 students one day he told me he said well—I said do
23 you have sister. He said yes. He said my sister. I
24 said how old is she? Seven years old but she doesn't
25 go to school.

2 REBECCA COSTA CHANKO: Yeah.

3 CHAIRPERSON DROMM: I said why doesn't
4 she go to school? Now these were immigrant children,
5 too. He said because she's deaf, and the family did
6 not know that the child could go to school or be
7 accommodated. So I mean that was like eye opening to
8 me. So, you know, it's just our immigrant
9 communities sometimes don't even know that they have
10 that right as well so. But keep advocating. I know
11 it's difficult. We're going to stand with you.
12 We're going to fight for it. Yes, we've been joined
13 by Council Member Mark Levine as well.

14 COUNCIL MEMBER LEVINE: Just very
15 briefly. I-I was so moved by your testimony, and as
16 the chair said, to have real life New Yorkers talking
17 about their experiences is so powerful. It's so
18 important to get that into the record. So we're
19 grateful that you're—that you're here. You know,
20 allowing a child to get into a building by back
21 doors, or other non-standard routes generally
22 technically meets the requirements of the ADA, but
23 can often still leave the child or the other
24 individual feeling like a second class citizen or
25 feeling stigmatized or not part of the main stream,

2 and I think the reason why we--this--this building has
3 been accessible technically for a long time, but I
4 believe the reason why we installed a lift on the
5 front steps is so that now anyone can come in the
6 front door. Before I think we had to go around back
7 to the--to the garden or whatever, and it's just
8 important to--to remember that our technical
9 definition of accessibility I think falls short in
10 what would make every child feel fully included. WE
11 struggle with this a lot in the parks and--and
12 there's--there's really, really smart thinking about
13 how to design a playground so that the children don't
14 actually realize that there's anything unusual about
15 the playground. They're just playing with each
16 other. Some might be in a wheelchair. Some might
17 not be, but they're using the same devices. They
18 came through the same insurance. They're together in
19 the same place. Only the adults realize it's
20 special, but that kind of universal design needs to
21 be adopted in the school system as well. And then I
22 just had---I do have one question and--and the chair
23 brought up children who are deaf, but there are many
24 forms of disability not only mobility challenges.
25 Obviously visual and hearing, and there are some--this

2 is a hearing about the Capital Budget and there
3 actually are some physical features in buildings that
4 can help children or people with other challenges.
5 For example hearing loops, which can help people who
6 have auditory challenges. So, is there any thought
7 about those—inserting those elements into our schools
8 as well?

9 MAGGIE MOROFF: So we have been in
10 ongoing conversations with City Hall, with Jordan and
11 with some other people, and that has definitely been
12 a part of what we've been advocating for. So it is
13 true that today we're talking about sort of the more
14 tangible mobility needs of people with physical
15 disabilities, but we have also been pushing for—and I
16 know that in conversations with the—I always mess it
17 up. The Office of School Construction that were
18 telling us? (sic) With the Office of School
19 Construction.

20 COUNCIL MEMBER LEVINE: The School
21 Construction Authority I think you mean.

22 MAGGIE MOROFF: Yes.

23 FEMALE SPEAKER: Yes.

24 COUNCIL MEMBER LEVINE: Yep.
25

2 MAGGIE MOROFF: Sorry. It's been a long
3 week already. That that is a piece of the work that
4 they are doing, and it is one of those—one of the—
5 there are a number of questions in that survey that
6 Deputy—Deputy Chancellor Rose talked about that's
7 going on. So there are questions in there, and I
8 believe that it's part of the work that they would
9 do—that they're looking to do. So in my testimony I
10 talked about money for major capital improvements and
11 then may—money for improvements based on holes that
12 are identified through those surveys. I—I—it is my
13 understanding that that would include certainly some
14 of those locations things exactly like here in loops
15 and like flashing signals [background comments] for
16 people who are deaf.

17 REBECCA COSTA CHANKO: Can I just tag on
18 that. So some of these things are real safety--

19 COUNCIL MEMBER LEVINE: Just use the mic
20 so we can hear it. Yep.

21 REBECCA COSTA CHANKO: Some of those
22 things are real safety issues. So Speaker Strobe
23 Fire Alarm Modifications are not just—they're
24 actually not about your day-to-day school
25 experiences. They're about getting out in an

2 emergency, and people who are deaf and who have
3 hearing impairments rely on the strobe to signal that
4 it's time to get out of the building in a fire. So,
5 some of these things are improvements to get you in,
6 and to get you access, but some of them are
7 improvements so that if you're there, you can be
8 safely evacuated, and that similarly is related to
9 your--your shelter situation and to you other public
10 uses. You have to have that, and that is missing in
11 many of our older schools.

12 COUNCIL MEMBER LEVINE: Thank you very
13 much. Thank you, Mr. Chair.

14 CHAIRPERSON DROMM: Thank you and I think
15 you meant the Division of School Facilities.

16 MAGGIE MOROFF: I do. So thank you.
17 [laughter]

18 CHAIRPERSON DROMM: And I forgot what I
19 was going to say. Anyway, thank you for coming in,
20 and we appreciate your giving testimony for us here
21 today. It's very moving.

22 JACKIE OKIN-BARNEY: Thank you.

23 MAGGIE MOROFF: Thank you for having us.

24 CHAIRPERSON DROMM: Now, is there anybody
25 else in the audience who wanted to give testimony?

2 Okay, so [background comments, pause] Okay, so then I
3 think with that this meeting is adjourned [gavel] at
4 12:28 pm. Thank you.

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C E R T I F I C A T E

World Wide Dictation certifies that the foregoing transcript is a true and accurate record of the proceedings. We further certify that there is no relation to any of the parties to this action by blood or marriage, and that there is interest in the outcome of this matter.



Date April 2, 2017