

CITY COUNCIL  
CITY OF NEW YORK

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TRANSCRIPT OF THE MINUTES

Of the

COMMITTEE ON EDUCATION

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HELD AT: Council Chambers - 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  
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Antonio Reynoso  
Mark Treyger

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

Elizabeth Rose, Deputy Chancellor  
Division of Operations  
NYC Department of Education, DOE

Lorraine Grillo, President and CEO  
NYC School Construction Authority

Emile Pietromonaco, Secretary  
United Federation of Teachers  
Appearing for President Michael Mulgrew

Marie Winfield  
District 4 Manhattan Parent

Veta Susami (sp?)

Georgia Holiday, Music Teacher  
PS 89 in Queens and District 24

Alex Gleason, Policy Associate  
New York City Central Labor Council, NYCCLC

Laney Hameson  
Class Size Matters

Diane Jenkins, Retired Teacher  
Department of Education  
Adult and Continuing Education Division

Dr. Eduardo Hernandez, President  
Community Education Council  
District 8, Bronx

Shino Tanikawa, President  
Community Association  
Council District 2

Luke Henry, Member  
Community Education Council  
Community School District 1

Mary Cecilia Sweeney, Member  
Class Size Matters

Maria Roca, Founder  
Friends of Sunset Park

Fay Florinal (sp?), President  
Community Education Council for District 6  
Chair, Youth and Education Committee  
Community Board 12

[sound check, pause]

[gavel]

CHAIRPERSON DROMM: Good afternoon and welcome to first part of the City Council's Education Committee hearing on the Fiscal Year 2016 Capital Preliminary Budget. I'm Council Member Daniel Dromm, and I'm Chair of the Education Committee, and today we have been joined by my colleagues Antonio Reynoso from Brooklyn and Queens, Council Member Ydanis Rodriguez from Upper Manhattan; Council Member Andy King from the Bronx, Council Member Ben Kallos from Manhattan, and I'm sure that other council members from the committee will be joining us a little bit later on. The topic of--of today's hearing is the DOE's Proposed Revised Amendment to the Fiscal 2015-19 Capital Plan. This year the Proposed Amendment includes an additional \$1.4 billion in new funding for capacity, capital improvements and mandated programs. This brings their total budget to \$14--\$14.9 billion, and we are excited to talk about those details in the hearing. Unfortunately, for the second year in a row, the DOE and SCA did not submit the memorandum or did not abide by the Memorandum of Understanding between the City Council and the

Administration and submitted the Capital Plan Amendment late. The Amendment Plan totals \$14.9 billion over five years. It includes \$783 million from the State's Smart School Bond Act, which was approved in November 2014 to funding technology in schools as well as capital projects associated with the expansion of Universal Pre-Kindergarten. I would like to hear more about the process, the time lines, and how the projects are going to be selected by the School Construction Authority. The January plan allocates \$5.6 billion for capacity to construct over 44,000 new seats, an additional \$11,800 over last year. \$670 million is to build roughly 7,800 Pre-Kindergarten seats and \$490 million is for a class size reduction program with 4,900 seats. I'd like to hear more about this program today and how the DOE plans to target schools for class size reduction. I'd also like to discuss the new capacity plan, which is over 38,000 short of meeting its projected seat need including how the DOE and SCA determine capacity needs, and how we can finally meet those needs. The Capital Investment category totals \$5.6 billion. These funds are for capital improvement projects such as technology, exteriors and the of transportable

classroom units or TCUs. The Amendment Plan includes \$450 million to fund the removal of all TCUs citywide. There were 298 TCUs last school year serving 6,149 students. The December plan shows that 100 TCUs have a removal plan identified and 70 TCUs were removed since the publishing of the original Capital Plan. I am looking forward to hearing where they were removed.

The final category of funding in the January Plan is Mandated Programs, which includes \$3.7 billion for projects such as PCB remediation, prior plan completion costs, boiler conversions and wrap-up insurance. Wrap-up insurance is projected to cost \$831 million over five years. The School Construction Authority has attributed growth in this spending area to the State Scaffold Law, which has contributed to high insurance premiums. There are many other issues that I am sure will come up today, from other committee members and myself including how the SCA is making schools more accessible for students with disabilities. I look forward to the discussion with the SCA and the DOE after their testimony. I would like to remind council members that this is a capital hearing. So

please keep your questions only related to the capital budget, and please try to avoid capital questions regarding your individual districts because that can be done at the smaller delegation meetings. This is primarily to look at the overall Capital Plan for the City.

I would like to thank my dedicated committee staff Ken Grace, who did a tremendous amount of work on this preparation for today's hearing as did my other staff members Elizabeth Hoffman, Joan Povolny, Jan Atwell and Asia Schaumburg. And, I want to congratulate Asia also on her elevation to a new supervisory position within the City Council, and I hope that she will stay with us [applause] as long as she can until we get a replacement. Thank you Asia Schaumburg. You have done a tremendous job--

ASIA SCHAUMBURG: [interposing] Thank you.

CHAIRPERSON DROMM: --and I'm going to rely--rely for--rely on you.

ASIA SCHAUMBURG: Thank you, yes.

CHAIRPERSON DROMM: All right, she's not leaving me yet. [laughter] I hope not.

Additionally, I'd like to thank Elizabeth Rose, Deputy Chancellor, Division of Operations at the DOE, and Lorraine Grillo, President of the School Construction Authority for coming to testify before the committee today. Now, I will turn the floor over to them to hear their testimony, but I do need to swear you in. So if you would raise your right hand. Do you solemnly swear or affirm to tell the truth, the whole truth and nothing but the truth, and to answer council member questions honestly?

DEPUTY CHANCELLOR ROSE: I do.

CHAIRPERSON DROMM: Very good. Would you begin, please.

DEPUTY CHANCELLOR ROSE: Certainly.

We're actually going to do a little show and tell only in the opposite order. I will do the tell and the Lorraine has some great visuals to share. So, good afternoon Chair Dromm and members of the Education Committee my name is Elizabeth Rose, Deputy Chancellor for the Division of Operations at the New York City Department of Education. I am joined by Lorraine Grillo, President and Chief Executive Officer of the New York City School Construction Authority.



LORRAINE GRILLO: We are pleased to be here today to discuss the Proposed 2016 Amendments to the Fiscal Year 2015-2019 Five Year Capital Plan, which includes--contains an increase of \$1.4 billion in New Funding from the spring 2015 Adopted Amendment. We are grateful to the City Council for its strong support and generous funding to our schools. Your support enables us to continue to meeting this Administration's goals of growth, sustainability, equity and resilience by creating over 44,000 new school seats in areas of overcrowding and projected enrollment growth. The Proposed Amendment includes funding for the creation of 11,800 additional seats across the city, which will allow us to site and create new capacity in districts with persistent or projected over-crowding. Further, the Proposed Amendment also continues to fund key administration priorities to create additional high quality, full-day pre-kindergarten seats, remove all transportable classroom units from the system, and reduce class sizes. The plan also targets much needed improvements our again infrastructure. The proposed \$14.9 billion Fiscal Year 2015 to 2019 Capital Plan Amendment is funded by stat and city tax

levy, and \$783 million in proceeds from the New York State Smart Schools Bond Act. The DOE's Proposed Allocation of Smart Schools Bond Act proceeds known as the Smart Schools Investment Plan allocates funds to technology, Pre-K for all capacity and removal of TCUs, and is available on the DOE's website. As part of the public review process, we are currently accepting public comment, and we'll be holding two public hearings. The SSIP will be considered by the Panel for Educational Policy in April, and if approved, submitted to the State.

Capital Planning Process. As many of you know, we developed an annual amendment process beginning with the Fiscal Year 2005 to 2009 plan. Regularly reviewing our Capital Plan allows us to identify emerging needs quickly, and gives us the opportunity to make changes as necessary. To track changing needs, we conduct an annual Building Condition Assessment Survey in which we send architects and engineers to evaluate our approximately 1,300 buildings excluding TCUs and other buildings that do not have student capacity. This survey generates our needs for capital investment projects to maintain our buildings in good

repair. We also update enrollment projections annually. These projections incorporate data on birth rates, immigration rates, and migration rates from various city agencies. Additional agencies provide statistics on housing starts and rezoning efforts. Using a broad range of sources provides a complete view of potential student demand, and annual updates allow us to make timely adjustments when there is a sustained increase in student population in one part of the city, or a decline in student population in another. These enrollment projections, which are performed on a district and subdistrict level help inform our need for new capacity projects. In addition to evaluating our school buildings and student population, public feedback plays a crucial role in our capital planning process. Each year we undertake a public review process with community education councils, the City Council and other elected officials, and community groups. We offer every CEC in the City the opportunity to conduct a public hearing on the plan, and we partner with individual council members and CECs to identify local needs. Your insights in this process are essential, and we look forward to our continued partnership.

The Proposed 2016 Amendment includes \$5.6 billion for capacity, \$5.6 billion for capital investment, and \$3.7 billion for mandated programs.

Capacity. The Proposed 2015-2019 Plan Amendment creates over 44,000 seats that will address overcrowding as well as two Administration, Pre-K for all expansion and a Class Size Reduction Initiative. Of the \$5.6 billion allocated to capacity, \$4.4 billion is dedicated to creating more than 44,300 new seats through an estimated 80 projects within school districts experiencing the most critical existing and projected overcrowding. The Proposed 2016 Amendment identifies a seat need of approximately 83,000 seats, an increase of 33,000 seats from the June 2015 Adopted Plan. As a result of the increased enrollment projections and methodology changes in the DOE's Enrollment Capacity and Utilization Report, commonly known as the Blue Book. This finding of additional seat need is in part a result of the recommendations of our community partners on the Blue Book Working Group who voiced longstanding concerns regarding the way school space is used, and how capacity is measured and reflected. I would like to thank the members of the working group for their

commitment and recommendations. Additionally, \$670 million has been allocated for Pre-K for All seats, which will increase our seat capacity by more than 7,600 seats across the city. Finally, the Capital Plan recognizes the need for targeted investments in areas of the city that may be geographically isolated, and have unfunded seat need. Schools in these areas may also have a high rate of utilization and TCUs. \$490 million is allocated in our Class Size Reduction program to building additions or new buildings near school buildings that would significantly benefit from additional capacity. \$62 million has also been allocated to replace facilities where leases expire during this plan.

Capital Investment. Nearly 70% of the \$5.6 billion capital investment allocation, which includes Resolution A projects will address the building's identified in our Annual Building Survey as most in need of repair such as roof and structural repairs, safeguarding our buildings against water infiltration and other facility projects. The capital investment category also includes funding for upgrades to fire alarms, public address systems and removal of TCUs. More specifically, \$450 million has

been allocated to remove TCUs and redevelop the yard space where the TCUs are located. Since October 2013, we have removed and even updated 73 TCUs and developed plans to remove 107 more, leaving the remaining balance of approximately 175 TCUs not yet slated for removal. It is important to note that the removal schedule is contingent upon capacity constraints within the area, and the input of local school communities. The remaining 30% or \$1.4 billion will go towards school enhancement projects, which include upgrading in instructional spaces in existing buildings, such as the restructuring of classrooms including the creation of health centers in our renewal schools. Upgrades to commonly used areas, safety and security, and technology upgrades.

I'd like to speak more about our Facility and Technology Enhancement Programs. The proposed 2016 Amendment includes approximately \$753.6 million for facility enhancements, which represents an increase of nearly \$67.6 million from the Adopted 2015 Plan. Some of the highlights of the program include electrical upgrades to our buildings, which have experienced increases in their utilization rates, and a program to renovate existing school

cafeterias to better align our existing facilities with school foods mission of promoting healthy and attractive food choices to our students. In order for our students to become college and career ready, in a digital and information age, we will make certain that technology upgrades remain a priority in the Proposed Amendment Plan. We are committed to bridging exist--any existing gaps in technology in our schools in order to implement the Administration's instructional priorities of Computer Science for All, and other programs including the Software Engineering Pilot Program and Advanced Placement Computer Science courses. Specifically, \$650 million of the technology spending under this plan will build on our school buildings' core technology infrastructure. This funding allows us to continue to transform our school environments from the industrial age to information age schools. More learning can be customized to each child's unique needs. Over the course of the plan, essential upgrades and the incorporation of Next Generation broadband, wireless and learning technologies are planned for all school buildings. As part of the technology program, approximately \$145 million will

be invested in upgrading Legacy systems, such as student information systems, improving Enterprise level learning platforms, developing new data systems and upgrading business operation systems in support of school needs.

Mandated Programs. The total cost to support the city's effort to remove and replace all polychlorinated biphenyl containing lighting fixtures, also known as PCBs, throughout the entire school system is one \$1 billion, about half of which was covered by the previous five-year capital plan. The proposed 2016 Amendment allocates \$480 million to replacing all remaining lighting fixtures in our schools. I am particularly pleased to say that this long-term project will be completed by the end of this calendar year, December 2016, five years ahead of the original schedule. The Mandated Programs category also includes approximately \$750 million for boiler conversions in approximately 125 buildings currently using No. 4 oil. The remaining funds are assigned to cover other required costs including insurance and completion of projects from the prior plan.



In conclusion, we understand that the public school system as a whole continues to experience pockets of overcrowding and we are working to address these concerns through new school construction. We remain focused on remedying these issues, and will continue to rely on your feedback and support as we do so. Our Annual Capital Planning process has already benefitted significantly from your input, and our students have benefitted from your generous support of Capital Projects. With continued collaboration and tens of thousands of seats slated to come online over the next five to seven years, we remain confident that the expansion and enhancement of school buildings across the five boroughs will improve the educational experiences for our city--our city's 1.1 million school children as well as the teachers and staff who serve them.

Thank you again for allowing us to testify today, and Lorraine Grillo will now give her presentation, and then we will be happy to take any questions.

LORRAINE GRILLO: Thank you, Deputy Chancellor, and as the Deputy Chancellor mentioned, she did the tell. I will now do the show. This will give you a little bit more detail about how the

Capital Plan is broken up. I hope I'm doing this correctly. Yes. Okay, as the Deputy Chancellor mentioned, we are going from an original approved plan of \$13.5 billion, and the increase now is \$1.4, which gives us a \$14.9 billion Capital Plan. It's broken up into three categories: Capacity at \$5.6 billion; Capital Investment at \$5.6 and Mandated Programs at \$3.7. Again, under new capacity we are funding 44,000 seats, which is an increase of 11,800 seats. We are creating over 7,600 new Pre-K seats; \$490 million allocated for class size reduction and \$62 million for facilities replacements, which really goes for those projects that--those schools that are in leased sites with leases expiring during this Capital Plan period. And again, the bulk of the new seats will be in the PSIS category with 42,000, and we also have an additional four ISHS school buildings with over 17,000 seats. Again, this is the capacity breakdown by district. You have that in your packet, and all of the pre-kindergarten sites that we have opened and that will open in the next year or two.

The Capital Investment portion, \$5.6 billion. \$3.7 billion goes to our building systems. As the Deputy Chancellor mentioned, this is our

ability to keep our buildings water tight, and basically to improve--to upgrade out boiler systems and our major systems within the buildings. And, of course, TCU removals at \$450 million and athletic field upgrades at \$125 million.

Deputy Chancellor men--mentioned school enhancements including restructuring, safety enhancements and middle-school science labs. In the last Capital Plan we focused on high school science labs. We completed that. Now we are working towards having every middle school in the City have access to a science lab. We have \$100 million set aside for accessibility projects, physical fitness libraries, bathroom upgrades and technology. Again, the mandated programs include the replacement of PCB lighting fixtures. As--as the Deputy Chancellor mentioned, we're talking about 765 buildings. Our original plan was to complete that in ten years. We are completing this entire project in five. Again, \$750 million in boiler conversions and, of course, you mentioned \$831 million in insurance costs. And--and following that \$661 million in prior plan completion projects, and the Chair mentioned TCU Removal program. This is the list of those TCUs that

have been removed so far, and the second page is the list of projects that we have identified for future removals. And then this is---there are some photos of projects that we will be completing or have--have completed this year and beyond. [pause] And we are happy to answer any questions that you might have. [background comments, pause].

CHAIRPERSON DROMM: Well, thank you very much. Just before I go on, I just want to announce that we've been joined by the Chair of the Committee on Non-Public Schools, Chaim Deutsch. We've been joined by Council Member Alan Maisel from Brooklyn, Council Member Mark Treyger from Brooklyn; Council Member Barry Grodenchik from Queens; Council Member Helen Chin from Manhattan; Council Member Carlos Menchaca--

COUNCIL MEMBER: [off mic] Margaret Chin. (sic)

CHAIRPERSON DROMM: Oh, my gosh. Margaret Chin. Helen Chin is a friend. I'm sorry. [laughs] Council Member Carlos Menchaca from Brooklyn; Council Member Dan Garodnick and Council Member Brad Lander, and I see Council Member Corey Johnson is also joining us now. And let me also

start off by saying thank you for the \$1.4 billion extra that has been put into the budget. Recently, Finance Chair Julissa-Ferreras and I held a little bit of a victory celebration in Corona, Queens to celebrate the fact that \$868 million has been put into for--into the budget for new seats, for new capacity seats. But we do have some questions about how that's going to be spread out as well. So before I get to that, though, I do want to mention that traditionally, the DOE and the SCA has submitted a memorandum of--has submitted the November Plan according to the Memorandum of Understanding, and for the second year in a row now that has been late. Can you just explain to us why that happened and do you anticipate that happening again moving forward. The reason I'm asking this is because that is so vitally important to us making decisions, to us looking at the budget process to the CECs, who you generally go out to, to explain the--the new construction, the new budget plan, et cetera. And if it's done late like it was done in January, it doesn't give us much of an opportunity to accomplish all of those goals.

DEPUTY CHANCELLOR ROSE: So [coughs] this year actually was--had--had a discontinuity, which

was that through the work of the Blue Book Working Group we adopted some recommendations that generated change in the number of seats iden--that are in our system, and it created effectively an increase in the seat need. So this was a very significant change versus prior years, and we needed the additional time to work through the implications of that change in the Blue Book Working Group, and we're very happy that the outcome of that is that we were, in fact, able to increase the Capital Plan, and increase the seat commitment as to reflect that need. So, it was very much a--a--a discontinuity.

CHAIRPERSON DROMM: So you anticipate us having that in November this coming year in-- of '16?

DEPUTY CHANCELLOR ROSE: Well, I don't think that we anticipate the same kind of change in how we are calculating capacity, but we'll have to assess where we are. There are some other benefits of--from the--coming out with the Capital Plan a little bit later including aligning it with the City's budget system, the--the budget process a little bit better. And so, we will continue to assess.

CHAIRPERSON DROMM: Okay, so as I said before, we're very happy to see that there's--the need now has been recognized for 83,000 additional seats. Much of that, of course, as you said in your testimony as well is due to the fact that the Blue Book now really better reflects that needs, and that's something that we've been working for a very long period of time to get that--that need there. We've added an extra I guess almost a billion dollars to add almost 12,000 new seats to the plan. I would estimate just by my rough math that we probably need another \$4 billion moving forward if we wanted to fully fund this plan. Would you agree that it's somewhere in that area?

LORRAINE GRILLO: [off mic] Absolutely.

CHAIRPERSON DROMM: So, we need to continue to fight to get that extra \$4 billion into the plan if we're actually going to meet the need that we currently have. So--but what is the exact methodology for estimating the need for seats in different districts?

[background comments]

DEPUTY CHANCELLOR ROSE: Sure. Well, again, the changes that were made by the Blue Book

Working Group altered our formula, but very simply, we have demographers that we hire that review our projections every year. We take information, census information, immigration information, migrant-- migration information. We take information from other city agencies as well including permits for housing starts, which is helpful to us because it allows us to project what will be coming up over the years. And that information--that is the same information we've used every single year except for this year then change because of the changes made by the Blue Book Working Group. So it's very, very simple. It's where the need is--where the schools are most needed, and in some cases--in this particular Capital Plan Amendment there are some emerging needs that we had not seen before. For example, Long Island City where large apartment buildings are going up almost daily. So that's-- that's generally how we assess the need throughout the city.

CHAIRPERSON DROMM: So, when we did a little bit of an analysis within the--the committee here as well, it seems to us that three districts are receiving approximately 99 to 100% of the DOE's



estimation of their need. That's District 2, 3 and 19, and others are getting a total of 0%, District 9 or 26. Can you explain that and why that's happening?

LORRAINE GRILLO: Sure and--and basically it's--it's really related to the size of the need. For example, in Staten Island the need is approximately 500 seats. We are building an addition of 345 seats. So you're basically 90--we're meeting 90% of the need in Staten Island. District 9, for example, had an emerging need that we have not seen before and typically what we do except for in areas like Long Island City. But, typically what we do in a district like that is wait a couple of years to see if that is actually--if this actually happens, or is beginning to happen, and then we'll address that need. District 26 we did not increase the need. We are building a school as we speak right now. We've had a very difficult time siting in District 26.

CHAIRPERSON DROMM: So, also, you're funding 40%--41% of the Queens High School needs--of the Queens High School needs, and 86% of those on Staten Island.

LORRAINE GRILLO: Again, it's--

CHAIRPERSON DROMM: [interposing] It's the same thing?

LORRAINE GRILLO: Yeah, as I mentioned, the need--the high school seat needed in Staten Island is--is very low. We are building an addition to Curtis High School. We're going to meet that need with that addition so--

CHAIRPERSON DROMM: So that brings me to my favorite districts, 24, 30 and District 20, the most overcrowded in the whole city, and not that I represent two of them and taught in one of them, but it seems to me that, you know, we have the tremendous difficulty of finding sites in those districts. So upon going through your budget, we saw that you only have three people dedicated to site selection. Is that the case?

LORRAINE GRILLO: No, that--that actually is not the case. We do have several people in our Real Estate Division whose job it is to supervise the four brokerage firms, or four real estate firms that we have under contract. These folks are responsible for finding sites throughout the city. And in addition to that, of course, and-- and we are very grateful to the council members who

have come up with, and--and you in particular, Mr. Chairman, will come up with suggestions, and we follow up immediately, as you know.

CHAIRPERSON DROMM: Good. I mean there has been talk of us working with Chair Ferreras, as a matter of fact, on forming at least a committee of some sort or another to begin to really look even more in depth at some of the--the siting issues citywide, but particularly in those most over-crowded districts.

LORRAINE GRILLO: We would welcome that. Thank you.

CHAIRPERSON DROMM: Okay great. [coughs] What about Eminent domain and the use of Eminent domain? Does the SCA ever use Eminent domain? And from what I understand is that you hesitate to use eminent domain unless the site was recently put on the market.

LORRAINE GRILLO: That--that is true, sir, because we--we--we have a policy within the SCA. We do not condemn people's homes. We do not condemn places of worship, and we do not condemn active businesses. So if--if any--if, for example, an owner will put a factory on the market that is leaving, we-

-we would not hesitate to use eminent domain.

However, it would be very difficult to displace workers from an active business. So we would not do that.

CHAIRPERSON DROMM: And do you--in terms of your determination of the sites that are needed take into consideration the Mayor's plan for 200,000 units of affordable housing. In neighborhoods where we see this I noticed in your testimony or in answering one of the questions that you had said that Council Member Van Bramer's district was one that you saw new pockets of--of new construction currently that you had not anticipated. But that is also one of the areas where they're looking at possibly placing some affordable housing. Have you had discussions with the Administration on this issue specifically? Because it would seem to me that before we'd begin to move forward on some of this affordable housing, we also need to consider the impact that it would have on services within communities specifically the schools.

LORRAINE GRILLO: Sure. Absolutely we do. We have a seat at the table and the discussions as it relates to rezonings. For example, in East New

York we've determined that based upon the Administration's desire to--to put in the affordable housing that it would generate a need for about a thousand seats. There is a site designated within that affordable housing area for a school. So we are sitting at the table. We are having those discussions. We are being included in those discussions.

CHAIRPERSON DROMM: But do we need any changes to the zoning process right now? Because also as I understand it, zoning must increase overcrowding by 5% to even trigger the need for a new school. Should that remain at 5% or should it be changed?

LORRAINE GRILLO: Again--again, we--we work very, very closely with all of the agencies that relates, as it relates to re-zonings, and so far I think things are working well, and we will continue to make our voices known in those discussions.

CHAIRPERSON DROMM: Okay, an issue of concern to me is accessibility to schools, and it's an issue that's come up in the media as well, and I think it was estimated that approximately 82% of our schools are not fully accessible to students with

disabilities. What type of plans do you have moving forward to address this issue to fix the situation in many of our buildings, which are very, very old and would require I would imagine a tremendous amount of capital work to make them accessible.

DEPUTY CHANCELLOR ROSE: Thank you. We-- we appreciate and share your concern to ensure that our students with disabilities have equal and equitable access to schools as their non-disabled peers. Approximately 45% of our schools citywide are functionally accessible meaning while they may not be--they may not have been built after 1992, they have had the upgrades needed so that a child can participate in all aspects of the school's program. For example, on the Upper West Side we have a building that is only partially accessible, but that as in fact a program that specializes in--for students that who have mobility impairments. And it's partially accessible because there is one out of the two gyms in the building that requires going down steps. But, every other part of the facility is accessible. So it's not fully accessible. It is partially accessible, but yet students with mobility

impairments can, in fact, fully participate in the program of the school. So--

CHAIRPERSON DROMM: [interposing] So just to--on that, my understanding is that of the 45% they are somewhat accessible or are--or are they just saying not accessible? It's only on the first floor. In other words, they can't get upstairs to classrooms that might be upstairs or above the first floor, and they're accessible because they have been identified as a polling sites for the--for the Board of Education--for the Board of Elections.

DEPUTY CHANCELLOR ROSE: So the 45% includes both buildings that are fully accessible as well as some buildings that are partially accessible. And again, the partially accessible buildings some of them may be first-floor accessible, but we could, in fact, program a student's classes so that they're all on the first floor. Or, some may be like the building in District 3 that I just mentioned, which is actually a multi-story building with an elevator, but just is not fully accessible. What we have, we've done several things to improve accessibility. We have an accessibility subcommittee that includes School Construction Authority, the Office of Student

Enrollment, the Office of District Planning, the Division of School Facilities, and others, the Division of Specialized Instruction, and others who participate or are involved in the issue to identify accessibility projects from this Capital Plan. This is the first Capital Plan that has \$100 million specifically set aside for accessibility projects, and this committee has gone through systematically to look at the levels of accessible schools by district, and by grade level, elementary schools, middle schools, high schools to ensure that we choose our projects so that we are providing equitable access for students. So the districts that had the lowest percentage of accessible schools, those are where we identified the first set of projects. Beyond our accessibility category in the Capital Plan, of course, all new construction that we do, and large new additions are also fully accessible. And so they also increase accessibility across the city, and all of our facility enhancements, such as a new science lab or an upgraded science lab or a new cafeteria layout also increase our accessibility because those rooms become accessible to students if they were not previously.



CHAIRPERSON DROMM: What--what is the difference between what you deem accessible and what ABA deems accessible or what the Department of Justice is saying is accessible.

DEPUTY CHANCELLOR ROSE: So the Department of Justice the figures that you cited were a comparison of fully accessible buildings. They say about 17% were fully accessible, and again, we include both fully accessible and buildings that are functionally accessible where the student could participate in all programs. So a functionally accessible building would have an accessible entrance. It would have at least one accessible bathroom for each gender and for staff. It would have access to classrooms and public assembly areas such as cafeterias, gyms, auditoriums. But there may be either that we don't have an elevator in the building. That's possible or, for example I know of a--a partially accessible building where the only non-accessible aspect is the auditorium stage. That's something that if we were to do a project there we might be able to get that to fully accessible.

CHAIRPERSON DROMM: So do the DOJ findings require you to make the building fully accessible? [background noise]

DEPUTY CHANCELLOR ROSE: So we are working closely with the Department of Justice. We have agreed to specific identifying projects in a few specific districts that they cited. Some of the districts already had new construction in progress that will provide a fully accessible building in those districts. We are working with the Board of Elections on accessibility surveys of all of the buildings that are used as polling sites, and we are continuing to work to upgrade and make more of our buildings accessible.

CHAIRPERSON DROMM: So upon our looking at the Budget as well, we think that there are only a total of nine elementary and eight middle schools or high schools that are going to be made fully accessible over the five years. Is that correct?

DEPUTY CHANCELLOR ROSE: So we have identified a certain number of projects already. We still have additional funds in that accessibility category that have--the--the specific projects--

CHAIRPERSON DROMM: [interposing] The--

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2 DEPUTY CHANCELLOR ROSE: --have yet to be  
3 identified.

4 CHAIRPERSON DROMM: --nine are coming  
5 from--those are the ones that you've identified  
6 already--

7 DEPUTY CHANCELLOR ROSE: [interposing]  
8 Correct.

9 CHAIRPERSON DROMM: --and then there's  
10 additional funding on top of that for more.

11 DEPUTY CHANCELLOR ROSE: Correct.

12 CHAIRPERSON DROMM: How many more? Do  
13 you know?

14 DEPUTY CHANCELLOR ROSE: We do not have  
15 a--a specific number at this time.

16 CHAIRPERSON DROMM: And how did you  
17 decide on which eight or nine schools would be made  
18 accessible?

19 DEPUTY CHANCELLOR ROSE: So as I  
20 mentioned earlier, we have our Accessibility  
21 Subcommittee that reviewed by grade level, by  
22 district and identified the districts with the lowest  
23 percentage of the--their schools accessible. We then  
24 in those districts went in and surveyed school  
25

buildings to identify which would be the ones that we could most easily make fully accessible.

CHAIRPERSON DROMM: Uh-huh. Okay, I have other questions on other topics as well, but I'm going to let my colleagues ask some questions also now. [background comments] Okay, Council Member Ben Kallos you're on. You got lucky.

COUNCIL MEMBER KALLOS: That's good. Thank you very much for your testimony today. I just wanted to start with in your testimony you mentioned your enrollment annual projections, the Chair asked a question on that. I'd just like to follow up. Will the Department of Education and School Construction Authority share annual enrollment projects as well as the underlying data including data on birth rates, immigration rates, migration rates, housing starts and re-zoning efforts with the City Council and the general public on the Open Data Portal. I've been blocked on multiple FOIL requests for this information.

LORRAINE GRILLO: Really? I'm surprised. We have a great deal of that information on the SCA website right. I know that we have the projections. I know that we have in the housing [sirens]-- Excuse

me, I just want to--let me check with exactly what's on that website. [background comments] Right. The projections in the housing data is on--our website right now.

COUNCIL MEMBER KALLOS: If--if you can send that along including the birth rates, the immigrant rates, and if you can instruct DOE that that is not a violation of FERPA, that would be great. [background comments] Along the same lines, I have concerns about the underlying data. The Real Deal publishes an annual Fact Book with condo development by neighborhood listing 12,725 new units on the market or in the pipeline covering District 2, but your report only identifies need for 3,332 units. Where are the rest and also--yeah, and in response to Chair Dromm you indicated that you were open to considering land that is up for sale. Much of my district is being warehoused with empty lots up for sale, and actually a new super scraper site is up for auction. Would SCA and DOE consider building schools on these sites, and then just last, but not certainly not least, WNYC reported in 2014 that the Upper East Side, Carnegie Hill, Yorkville, Lenox Hill and Roosevelt Island had 2,767 4-year olds and only 151

pre-K seats. I'm grateful that we're now up to 425 seats in our neighborhoods. This is me and Council Member Dan Garodnick on the Upper East Side, but concerned about where the remaining 2,300 4-year-olds will be going, and whether or not this was in the Daily News, the editorial--there is an op-ed about this, too. So what we can do to make sure we actually get the school seats built to handle the need.

LORRAINE GRILLO: Oh, where to begin. I will--I will say again that we have--we do update every year the projections, and over the last ten years our demographers have been within one and two percent of the actual numbers of what we see. Now, in terms of the housing starts that you discussed earlier, if there had been permits [bell] actually pulled for the--for these particular projects--projects, we would have that information. As far as the pre-K are concerned, we do get the data from the Department of Education. We can double check this, but as I remember there was--there--I think the needs from last year were met. I don't what going forward, and we'll have to speak to the Early Childhood folks about that.

2               DEPUTY CHANCELLOR ROSE: We--we have also  
3 agreed that we will take a look at the Upper East  
4 Side, and potentially investigate some sites with  
5 you.

6               COUNCIL MEMBER KALLOS: All right, thank  
7 you.

8               CHAIRPERSON DROMM: Okay, thank you and  
9 then now we have Council Member Helen Rosenthal  
10 followed by Council Member King and then Chin, and I  
11 nearly--I have to go to across the street for a  
12 moment to make--to take a vote. So I'm going to do  
13 that, and come back and hopefully be back in time  
14 for--further question and answer that.

15              COUNCIL MEMBER ROSENTHAL: Thanks so  
16 much, Chair Dromm, and--and thanks to both of you for  
17 coming here today. I--I really just want to ask  
18 about this contract that was initially proposed at  
19 \$1.1 billion by your procurement team for networking  
20 systems, and if my memory serves me, which it may  
21 not, given my age, it was initially put on--it was  
22 initially suggested that the cost would be \$1.1  
23 billion. And some of us raised flags. As usual a  
24 shout-out goes to Laney Hameson from Class Size  
25 Matters who saw this. At which point a few days, if

I'm recalling correctly, the cost of the project came down to something like \$650 million. I went to the PEP meeting that night when it was voted on. I raised questions, the Public Advocate raised questions. Ramey, of course, asked questions. And I remember the Chair of the Contracts Committee raising questions as well. He had not been satisfied with the dollar amount, and why it had to be that amount. He, too, raised concerns about the miraculous jump down from \$1.1 billion to \$650 million, and asked questions. But, you know, David Ross seemed 100% sure that this was now the right number. You know, since that day, we asked to--I'm going to wrap it up. We asked to pull the contracts. City Hall did, and it's now come in, as I read it on your web--on the PEP contracts sheet, it's \$450 some million, maybe \$480. I'm not exactly remembering the numbers. Can you explain what you've done? I--two things. One without an actual savings that the SCA got in its Capital and Expense Budgets so that you were able--that was like freeing up some money that had been budgeted so you could now spend it on something else. And, besides what you've done in terms of transparency on the website, what changes have been



made in the procurement process to make us confident that contracts are being reviewed in a more responsible way, which ultimately that did happen.

DEPUTY CHANCELLOR ROSE: So we--

COUNCIL MEMBER ROSENTHAL: Thank you.

DEPUTY CHANCELLOR ROSE: I know we are making changes to our procurement process. Our CFO Ray Orlando has--is--oversees all of our contracts and purchasing [bell]. So I would respectfully defer this question to him for the hearing that you'll have with him shortly.

COUNCIL MEMBER ROSENTHAL: I've met privately with him, and he has no answers for me. So about a month ago I met with him, and he could not answer either of those questions whether or not it had been in the budget so as a savings and secondly I don't know if you want--if he's here today if you want to check in with him. I mean overall, I've been asking this question, you know, since it first happened, but certainly in the last six months. So I've not--I've been asking the question quite publicly, and not getting an answer despite meeting with Ray. [pause]

2 CHAIRPERSON DROMM: Well, just to back  
3 her up, this is a huge concern of mine as well, and  
4 so we do need to get to the bottom of this  
5 ultimately, and Deputy Chancellor Rose, I think the  
6 questions that Council Member Rosenthal has put forth  
7 are very valid questions. I would really like to  
8 have some answers on how that was more than half in  
9 terms of the cost of that contract.

10 DEPUTY CHANCELLOR ROSE: Absolutely. I  
11 think we'll follow up with you on that.

12 CHAIRPERSON DROMM: Okay, and then we  
13 will follow up with at this hearing on it as well.

14 COUNCIL MEMBER ROSENTHAL: [off mic] I  
15 appreciate that.

16 CHAIRPERSON DROMM: Okay, thank you.

17 COUNCIL MEMBER ROSENTHAL: Thank you,  
18 sir. Thank you.

19 CHAIRPERSON DROMM: Okay, Council Member  
20 Andy King. [pause]

21 COUNCIL MEMBER KING: [off mic] Thank  
22 you, Mr. Chair. [on mic] It's always a delight to  
23 see you, Madam President, and thank you Deputy  
24 Chancellor for your conversation today. So if I'm--  
25 if I'm hearing correctly, no PCBs in schools and at

the end of the year. Is that what I'm hearing from your testimony? Is that true?

LORRAINE GRILLO: No PBC lighting fixtures.

DEPUTY CHANCELLOR ROSE: [interposing] -- lighting fixtures.

COUNCIL MEMBER KING: [applause] Thank you, thank you, thank you, thank you. Parents have been fighting--parents and students and fighting from getting sick. I had a sister-in-law who is no longer with me who got sick due some of the challenges in the school system. So I am ever grateful. I'm ever grateful that this is happening, that that has taken place.

DEPUTY CHANCELLOR ROSE: We are as happy as you are.

COUNCIL MEMBER KING: Thank you.

LORRAINE GRILLO: Happier.

COUNCIL MEMBER KING: Thank you.

[laughs] So my--my concerns really is, you know, it's about projects, timelines --hello--and how you have a process of putting things together as far as capital plans and projects and who's on the list? How do you identify who goes first. So I know the

City Council participates in projects' requests in the process each year for an inclusion of the Five-Year Capital Plan. Last fall, several capital projects requests were submitted by the Council. Only a very few amount had SCA responses. So were the set projects completion--project--project being processed or project is under consideration? For the rest of the record--SCA projects there was like funding, no funding available. So I just want to get an idea. Can you--can you just walk us through--

LORRAINE GRILLO: Uh-huh.

COUNCIL MEMBER KING: --the--the project review process, and how does SCA prioritize the City Council's projects? And my second question is can you explain to us the term no funding available, and does it mean you need more funds to complete projects or do we got to go to Council Member Dromm to dig in his pocket to give you some money.

LORRAINE GRILLO: [laughs] Well, that is--that is a very good question, Councilman, and it's very confusing for folks. At the--as you know, when we do our amendments every year, we go to every CEC that will have us at--at a public hearing to discuss it. And we do reach out and say to the CEC

please if you have suggestions give them to us. We do the same thing, as you know, with the City Council. Unfortunately, we have a lot of competing priorities. So we do what we can with the little bit of money that we have left after we hit all the major capital projects, and capital needs throughout the city. We do--I think we do a pretty good job of--of it. We've gotten--we've added this. In 2015, we added 33 projects from the City Council overall, which is a pretty good number for one year. The this is the best we can do with the funding that we have.

COUNCIL MEMBER KING: Is it--is it based on funding? Is it a prior--how do you prioritize? There's 51 of us, and if we all said here \$5 million [bell] can we get something done, how do you prioritize that?

LORRAINE GRILLO: Well, I think there are a couple of things that we do. We look at--as--as the Deputy Chancellor mentioned, we do a building condition assessment survey every year. We send out teams of architects and engineers. So, for example, if a school wants--if--if the City Council requests an electrical upgrade for a school, the very first thing we're going to do is go back to that BCAS

Report, the Building Condition Assessment Report to see what the current condition of electrical within the building is. If--if it's in very good condition, we would then go to some place--to the next project where in fact the need is much greater. So we do the best we can to review each of these projects. Often times, and--and even with the City Council after all these years often times we will get requests for projects that are actually maintenance projects rather than capital projects. So we sort through them as--as best as we can based upon what the condition of the--of the facility right now, and how much funding is allocated. So there are a number of different ways in which we do.

COUNCIL MEMBER KING: With that, I want to say I know you got your hands full, and I thank you because you do a good job with what's in your hands, and keep on going on, and keep on improving our school system. Thank you so much. Thank you. [off mic] Thank you Chair.

CHAIRPERSON DROMM: Thank you and just as a follow--just as a follow-up to that as well, there were some complaints made about a delay in terms of getting the word to principals that their

Reso A projects have been approved. Can you explain why that happened this year?

DEPUTY CHANCELLOR ROSE: So--first off, once the projects or once the--the funding is provided by the council member that doesn't mean that we actually get the money immediately to begin the project. And so in particular, I believe for technology projects the outreach to the principals began once the funding was received rather than when--when the funding was originally identified or--or reported to us. So I do think that we can do a better job of reaching out and beginning that conversation earlier as soon as the council member has identified the funds or--or offered the funds to a school. So I think we can do a better job of that.

CHAIRPERSON DROMM: So, how come the change in the--once it was funded and once it was received what did--how did that happen or where did that happen? Did that happen with OMB?

DEPUTY CHANCELLOR ROSE: Can you answer that one?

LORRAINE GRILLO: Well, I--I--to--to defend the process as it is right now, on the technology end of it, I think that--I believe their

thinking behind that is if--we--we-we don't want to start the process too early because we want the latest possible technology that's available. And so, as the Deputy Chancellor said, and I'm sure, too, we'll work with these folks on notifying the schools. However, engaging in a conversation about what they want and need would--it would be premature to do that. You really want to wait until the money is there so you can get the latest technology.

CHAIRPERSON DROMM: All right, I--I have to go vote. So I'm going to turn this--the chairmanship for a little while over to Council Member Chin who is next on the list anyway and is going to ask some questions. Thank you.

[background comments, pause]

COUNCIL MEMBER CHIN: Good afternoon Deputy Chancellor and President Grillo. It's great to see you. I didn't get a chance to personally thank you for the good news about another school being identified in my district. So following that question, if in the discussion with parents and principals in the overcrowding taskforce that we reconstitute again, the issue of the gymnasium came up, and I just wonder is that a policy going forward



now that SCA is building schools that combines the gym and auditorium together or is that only in certain incidents?

LORRAINE GRILLO: We do that--we do that basically in the elementary schools. There are-- there are a couple of reasons for it. Obviously space is big. It's a big concern, and we found that the auditoriums themselves are--are used very infrequently, and the gym is used very frequently. So for a space to be able to use--to do a dual purpose is very helpful for us space wise, and cost wise.

COUNCIL MEMBER CHIN: Well, I--I really do encourage you to really talk to the principal in the schools in the district. In my district the principals are really advocating that they really need both because they're fully utilized, and it's not just by the school. The other day the school used it. They used the auditorium, and they programmed a lot of things in there, and the gym is highly used, but also after school, a lot of the after school programs are in these facilities, and the community also utilizes this facility. So the need for a full size gym and a--a full size

auditorium with a full size stage, because there are a lot of performances going on. I think that is still a priority, and I think going forward parents and principals really want to have some input when the school is being developed to really articulate the kind of needs that they see in the community, and in their school. Because this is going to be their new school, and they want to make sure that the space is fully utilized. So I really do encourage that let's not just set on gymnasium. Really look at what the needs are in community going forward. The other question I want to follow up with on is that the chair talked about, you know, the Mayor's Housing Plan, which we very enthusiastically support. We want to see all this affordable housing built and at the same time it's going to be marked a Uni-bill. (sic). So all this affordable housing we know that we definitely need schools, and you talked about that you have a seat at the table. But what kind of reforms do you think is needed to ensure that schools are going to be built along with affordable housing, and--and new housing that's [bell] being built in our neighborhood. And also would you--would SCA support maybe requiring an impact fee from developers? This

is done in many states. So that we can have a fund that's available for infrastructure needs like schools. I'm trying to get that in my district because I got all these as-of-right developments that's happening, and they're marketing our schools and they have not contributed. So, I--I want to see if you think an impact fee would be feasible, and also what other kind of reform you think is--will be good to put in place so that a guarantees that schools will be built along with this housing. Thank you.

DEPUTY CHANCELLOR ROSE: So every situation is different, and--and we certainly have locations where the Mayor's Housing Plan indicates that we would need a new school. But, we also have other areas where even areas where we are seeing development where we already have a fair amount of under-utilized capacity and, therefore, might not need a new school even with new housing through the Mayor's zone--Re-housing--the Mayor's Affordable Housing Plan. So we really do have to assess each geography individually. There isn't a one-size-fits all. The new housing automatically requires a new school. In some cases--areas that's simply not the

case where we already have under-underutilized facilities. In terms of an impact fee, I--my understanding is that something like that is really more a matter for the state, that it is--and so we don't--we'll defer an opinion on that.

COUNCIL MEMBER CHIN: Will SCA help us?

LORRAINE GRILLO: Yeah. [laughs]

COUNCIL MEMBER CHIN: I mean instituting an impact there at least we'll guarantee some resources available.

LORRAINE GRILLO: And again, as--as the Deputy Chancellor mentioned, this is--this is not something---this is a state issues, and we're not going to really comment on it.

COUNCIL MEMBER CHIN: I like to go to the site. (sic)

LORRAINE GRILLO: Thank you.

COUNCIL MEMBER CHIN: Council Member Lander, are you ready with your questions.

COUNCIL MEMBER LANDER: [off mic]  
[background noise] [bell] That's just going ahead.  
(sic) [laughter] [on mic] That is the most really impactful questioning--

DEPUTY CHANCELLOR ROSE: [interposing]

That was rapid.

COUNCIL MEMBER LANDER: --that I've done so far. I was just saying that maybe. Thank you, Madam Chair. Thanks to both of you for your work, and I do need to start without--I continue like my colleagues to feel real broad urgency on seat capacity and on class size. But I have to in my district say thank you because a lot of building is taking place in my district. It's not an easy district to build in. Two years ago you opened 133 and 118, which was 800 new seats. This year the new PS 130 and 839 and you've committed more recently to the new capacity of PS--there are another 400 plus seats at PS 32, the 180 pre-K seats. On 9th Street openness. You know, hopefully, we'll be able to include something in the one in College Hospital project. So that's a lot of capacity. It's been a lot of work, and I also want to especially appreciate the work with MS 442 recently to make sure that while we build the new PSA 32 capacity, we don't hurt that relocating middle school, and that's all a lot of work. And so, I'm--I'm grateful for the families in my district that are grateful for it. I thought it

was important to say that say that. Having said that, I share the urgency of my colleagues all around the city that even this new plan even the new money, even the new seats identified still don't go--don't get what we need done. So I want to ask just a couple questions about the Smart Schools Bond Act, and since my time is running down, let me just kind of ask my questions, and then get your answers on it. You identified--I know you sort of brought a plan out. I know that plan. The special site (sic) is supposed to involve some community engagement that helps go beyond just what the data and demographics show the need is or even what your engineers say the need is. Two areas we've heard a lot through participatory budgeting that I know if you engage in communities you'll hear, which--don't necessarily always make the list are school are school bathrooms, where we saw that get voted year after year, and you added \$50 million last year or the year before. I'd like to know where that is, and whether there's any more money going into the next round. I guess I have the same question now because this year the big thing in participatory budgeting was air conditioning. There are so many schools without it, and

unfortunately with climate change there are more and more days, and I had my staff give me, and I didn't have time to look at it, the number of days in recent years, especially in September and June that are essentially too hot for kids to learn in school that don't have adequate air conditioning. I have been hearing a lot about it, and we are not going to put it on the Participatory Budgeting Ballot because we can't give schools air conditioning in that way. We need a plan with you to make sure that our schools have a reasonable climate so that the kids can learn unfortunately in a warming climate. So, what's the community engagement strategy of Smart Schools Bond Act, and specifically with reference to bathrooms, and to air conditioning. What should we vote?

DEPUTY CHANCELLOR ROSE: Sure. So Smart Schools Bond Act [bell] we have a number of aspects of community engagement. The first is that Lorraine's team has been meeting with every CEC around the city. I think we are 27 down, 7 to go on a public hearing on the Capital Plan at which they also solicit input on the spend--the allocation for the Smart Schools Bond Act. On top of that, we consulted with the Non-Public Schools Standing

Committee, and we have two additional consultations. The first is with independent schools representatives on the 15th of March, and a public forum that any body can attend on the 31st of March, and then finally the Panel for Educational Policy will be voting on the proposed Smart Schools Bond allocations at their April 20th meeting, and we also accept public comment via email and telephone leading up to that meeting, and at that meeting.

COUNCIL MEMBER LANDER: And is there still room for that consultation to affect what you're planning to do with the Bond Act recent money?

DEPUTY CHANCELLOR ROSE: We are always open to input and--and hearing feedback from the communities. On the bathrooms, we actually increased the bathroom allocation last year by \$50 million. So there's a total of \$100 million for bathroom upgrades. Of that, we have already addressed bathrooms in about 180 buildings, and we still have about--about \$75 million of that money to come going forward. So we will be continuing to do bathroom upgrades over the coming year.

COUNCIL MEMBER LANDER: So the \$25 million spent so far has done 180 buildings?



2 DEPUTY CHANCELLOR ROSE: It's done 180  
3 buildings so far.

4 COUNCIL MEMBER LANDER: And there's  
5 another \$75 million--

6 DEPUTY CHANCELLOR ROSE: [interposing]  
7 Correct.

8 COUNCIL MEMBER LANDER: --to come.

9 DEPUTY CHANCELLOR ROSE: Plus or minus.  
10 And then the last one was on air conditioning, and--  
11 and one of your challenges was for participatory  
12 budgeting and one of our challenges is that the  
13 actual air conditioners themselves are not capital  
14 eligible. So we can work with schools, and do  
15 electrical upgrades in buildings to support the use  
16 of air conditioning, but the air conditioners  
17 themselves are not capitally eligible. And so  
18 funding for those come from the school communities.

19 COUNCIL MEMBER LANDER: Can I ask a  
20 follow-up question on that, Madam Chair?

21 COUNCIL MEMBER CHIN: [off mic] Yes, you  
22 may.

23 COUNCIL MEMBER LANDER: Thank you.  
24 Because that might be an area where look if--if  
25 what's--I recognize that expense funding is harder to

get that capital funding. But if you were telling me that you would develop a plan to use capital funding for the electrical upgrades, which are generally more expensive, if the Council would work to help identify resources for buying the air conditioners with expense funding and not capital funding, I think our colleagues would be open to working together to figure out where we could identify it. We don't want that to come from, you know, what the principals have to spend on pedagogy. So--but we recognize if it's got to be expense we could look for that if you would then work with us to allocate some of the capital. You know, on a plan and I--it's not simple I understand that where it's the auditorium or the cafeteria or the classrooms on the fourth floor, and--but I think you've been in those buildings. June and September, and it's hard to learn in them when they're--

DEPUTY CHANCELLOR ROSE: No, I--I think that would be a very good conversation for us all to have.

COUNCIL MEMBER LANDER: Okay. Great. Thank you very much.

COUNCIL MEMBER CHIN: Thank you. Next is Council Member Menchaca followed by Council Member Levine.

COUNCIL MEMBER LEVINE: Thank you, Acting Chair, and I want to follow up on--on Council Member Lander's question on PB (sic), and--and thank you for the openness to work with us on PB as new initiatives, and also thank you for coming to Sunset Park, and really thinking through with us physically and just being there. I think that's really shifted the tone in conversation. Has it lifted the urgency, and the real fear factor that exists on a daily basis when parents have to go to extremely overcrowded schools in Sunset Park. So you know--you know, we all know the urgency. There's two questions--line of questions and PB and Eminent Domain. So the PB question is how can another council member that puts \$2.5 million in the ballot for spend down, and every year at least a million dollars goes to technology, to schools and focuses on schools. I would like to work with you on something you said earlier about, you know, we don't have a lot of money, and there's a lot of competing priorities. How does--how can PB help form your priorities in a way that--that--that

is meaningful directly after a vote has been cast for things like air conditioning and capital eligible stuff or technology, and--and I'm wondering if we can work together so that our PB Ballot can actually help inform your priorities in real time so that you actually pick up some of our PB items, for example, because you're had 6,000--and in my district 6,300 voted last year. We're to break--we're going to--we're going to up that. That's real community, and I'm hoping we can work together to really create a prioritized list.

LORRAINE GRILLO: Well, actually that's a terrific suggestion, and I think--

COUNCIL MEMBER MENCHACA: [interposing]  
Wonderful.

LORRAINE GRILLO: --if we meet prior to your budgeting cycle I think we would--it would be really good. Also, I think a lot of this is information. I think we--we produced and I think we've shared it with a lot of the council members some information about Reso A funding, and what's covered, what's not covered, what's the length of time these projects take and so forth. And I think if we could share that with the folks that come to

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2 your hearings, it would be a great help because they  
3 would know not to vote on certain things, and what  
4 was possible and what's not--

5 COUNCIL MEMBER MENCHACA: [interposing]  
6 Right--

7 LORRAINE GRILLO: --not possible.

8 COUNCIL MEMBER MENCHACA: --and--and more  
9 education is just better for everybody on--on--on the  
10 ground, and more and more of our local residents and--  
11 --and moms in a district that are really running this  
12 initiative, participatory budgeting, are--are already  
13 learning that. So yes, education-- the last question  
14 in 30 seconds I'll say that eminent domain is--is  
15 becoming a real option for us, and we're excited that  
16 the Mayor and Construction Authority and myself, and  
17 other members are ready to go there. Questions: Are  
18 we budgeting enough for the dynamic nature of real  
19 estate crisis and making sure that we're going to be  
20 ready to purchase property that is going to be more  
21 expensive today than it was five years ago. So I  
22 want to know how--how you're anticipating that. Two,  
23 what--we're in my manufacturing district and--and  
24 what I'll say is I think we need a little bit more  
25 [bell] support on the budget side to really have

people on your team that can--that can focus within-- within a multi--multi land use--questions. Like I was at a committee meeting last night where people were saying aback in the '20s or in the '30s or a long--a long time ago when I wasn't alive, people did land swaps. And the City would organize ways to get properties where manufacturing can move, and--and that isn't happening today. So now that we're opening ourselves to eminent domain, can--can we have planners from the School Construction Authority to work with us not just on the mechanics of an eminent domain opportunity, but really of a holistic approach to thinking about--about really moving things around so that we can make land available in the high--high real estate market?

LORRAINE GRILLO: In--in terms of the-- the--the cost of real estate obviously we're--clearly we recognize that real estate prices have gone up a great deal. What we do when we are purchasing a property is we take the most--we do a very currently market analysis to make sure that we are paying a fair price for that piece of property. I don't--we recognize that there are certain areas within the city that are going to be extremely expensive. It's

2 really based on--on the needs that we have, and we  
3 will make a determination as to whether or not the  
4 site is appropriate or--or would make a good site for  
5 a school, and if so, I don't think we've ever not  
6 purchased a piece of property because of its cost in  
7 an area of real serious need.

8 COUNCIL MEMBER MENCHACA: And I guess  
9 what I also want to do is wedge that cost  
10 conversation, and so that cost I get it, but we don't  
11 want to--back to policy, we don't want to remove  
12 people from homes, churches and businesses, but we  
13 could say move businesses to another location--

14 LORRAINE GRILLO: [interposing] Right--

15 COUNCIL MEMBER MENCHACA: --if the--

16 LORRAINE GRILLO: [interposing] Right.

17 COUNCIL MEMBER MENCHACA: --market  
18 allowed and the--the space was available, that would  
19 require probably a little bit more money, and maybe a  
20 little bit more planning, and that requires--that's a  
21 budget impact so--

22 LORRAINE GRILLO: [interposing] And--and  
23 we have done similar things. For example, if we  
24 purchased a house from a--a landlord that doesn't  
25 live there, but he has tenants within the building,

we will work to relocate those folks. We will do that kind of thing. But I think in terms of--of--relocating businesses, I think this is a--a bigger conversation than just the SCA. I think that includes--that would have to include various city agencies. And we'd have to sit down together and work out some kind of a plan.

COUNCIL MEMBER MENCHACA: And you're willing to do that--

LORRAINE GRILLO: [interposing] Right.

COUNCIL MEMBER MENCHACA: --and be at the table.

LORRAINE GRILLO: Right, absolutely.

COUNCIL MEMBER MENCHACA: Wonderful. Thank you so much for that, and for everything you're doing with us in Sunset Park.

CHAIRPERSON DROMM: Okay. [panting]  
[laughter] I'm back. All right, Council Member Levine followed by Reynoso, Treyger, and Levin.

COUNCIL MEMBER LEVINE: You didn't even break a sweat, Mr. Chair. [laughter]

CHAIRPERSON DROMM: [off mic] Oh, I'll sweating on the chair. (sic)



COUNCIL MEMBER LEVINE: Thank you.  
Wonderful to see both of you. Deputy Chancellor, as  
you may know, I'm a very big advocate for dual  
language programs.

LORRAINE GRILLO: [interposing] Uh-huh.

COUNCIL MEMBER MENCHACA: I think these  
offer young people just--to be bi-lingual opens up  
incredible career opportunities. It--it opens up  
vast cultural horizons, and I think most  
intercultural understanding. During this program  
there's some of the most integrated classrooms in the  
city, and they're incredibly popular with families.  
I'd love to see the day when every family who wanted  
one had an opportunity to enroll their child in the  
dual language program. I know that Chancellor Ferina  
is a huge supporter of--

DEPUTY CHANCELLOR ROSE: Yes.

COUNCIL MEMBER LEVINE: --bilingualism  
and she would even say tri-lingualism and multi-  
lingualism.

DEPUTY CHANCELLOR ROSE: She would say  
that she feels sorry for those of us--people who only  
speak one language.

COUNCIL MEMBER LEVINE: Well, we--

2 DEPUTY CHANCELLOR ROSE: Speaking more  
3 than one language is so valuable for all.

4 COUNCIL MEMBER LEVINE: And we want every  
5 child in New York City to have that gift. This is a  
6 budget hearing. So, I wonder if you could say a word  
7 or two about whether you believe that doing English  
8 programs are more expensive, and if so, if there's a  
9 budget line devoted to them, and whether you can  
10 describe what direction that budget line is moving in  
11 for the budget.

12 CHAIRPERSON DROMM: Council Member  
13 Levine--

14 DEPUTY CHANCELLOR ROSE: [interposing] So  
15 our--

16 CHAIRPERSON DROMM: --this is really more  
17 of a capital budget hearing than it is expense. Can  
18 I ask you to redirect your the--the question or go to  
19 a capital question you may have. I--I will hold  
20 that--for the expense hearing, which is next week.

21 COUNCIL MEMBER LEVINE: Fair--fair enough,  
22 Mr. Chair. If--if you want to weigh in on that--

23 DEPUTY CHANCELLOR ROSE: [interposing] My  
24 answer.

COUNCIL MEMBER LEVINE: --framework  
[laughter] go ahead. Do--do you have something to say  
in the context of that--? Okay, so there's not a  
clear--there's not a clear capital impact.

DEPUTY CHANCELLOR ROSE: The dual  
language is predominantly an expense budget item.  
There is--some people believe that dual language  
requires two classrooms for the same number of  
children. That is not the case. So there isn't a  
capital implication here.

COUNCIL MEMBER LEVINE: Okay, in my  
remaining moments I will--I will put it to President  
Grillo and ask about the revised Blue Book, which  
we're very excited about. I'm starting to see it  
play out in my district, and we're anxiously  
reviewing the new evaluation for all the schools that  
are at capacity or under capacity. What I've  
noticed--correct me if I'm wrong--is that there are  
some schools, which are crowded enough not to have  
space for say a library or even a gym, which are not  
considered to be over capacity even if such space had  
been reclaimed in past years for structural space.  
Is--is--is that an actually reading. If so, why  
would that be?

LORRAINE GRILLO: We've--Council Member, we've spent countless hours at the Blue Book Working Group going over these very intricate details of every single school, and what--what is absolutely necessary, what each school should have, and how we calculate when they don't. And I would be more than happy to sit down with you, and our team SCA that does the--the [bell] capacity--the Blue Book itself, and we can actually show you--you and your group whenever you'd like how exactly we've calculated these things.

COUNCIL MEMBER LEVINE: I look forward to that. Thank you. Thank you, Mr. Chair.

CHAIRPERSON DROMM: Just as a follow on the Blue Book for me, I want to ask is it true that in the--the New Blue Book that the class sizes for the MS and the high schools, for the middle schools and the high schools, the formula is larger--for a larger class size than it was in the past than what it is currently?

DEPUTY CHANCELLOR ROSE: No, that--that is not the case. The--the target class size at each grade level remained same as a--

CHAIRPERSON DROMM: Okay, just--what are those class sizes now? They're--I think they're I think they're 28 in middle school and 30 in high school.

LORRAINE GRILLO: [off mic] I have to look that up.

DEPUTY CHANCELLOR ROSE: I have it. Hold on. Wait a second.

LORRAINE GRILLO: [off mic] The actual average class size is in here, it's like 26--

DEPUTY CHANCELLOR ROSE: Yes, it's 20 for grades K through 3, 28 for grades 4 through 8 and 30 for grades 9 through 12.

COUNCIL MEMBER DROMM: So those are a little larger than the actual class sizes that we see now, right? Yeah, 'cause I think it's about 26 for the middle school--

DEPUTY CHANCELLOR ROSE: [interposing] Like middle school and the high school levels that's correct.

CHAIRPERSON DROMM: That's allowing for a couple of extra seats per classroom with the new formula? Because the actual class--the actual class

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2 size now size now I think is about 26 in middle  
3 school so new formula--

4 DEPUTY CHANCELLOR ROSE: [interposing] So  
5 the target class size is above the current average  
6 class size for both middle schools and high schools.  
7 The average class size of K through 3 is currently  
8 above our target class size.

9 CHAIRPERSON DROMM: So, why did you  
10 reject the-Blue Group--Blue Book Working Group's  
11 recommendation to align the school capacity formula  
12 to smaller class sizes?

13 LORRAINE GRILLO: Well, I--I think and  
14 Council Member I think you know that the Blue Book  
15 Working Group is--is still in progress. We continue  
16 to work on these things. It's--it's a slow process,  
17 and, but I don't think there's anything that's off  
18 the table. I just think we haven't gotten there.

19 CHAIRPERSON DROMM: Well I know that Blue  
20 Book Working Group is continuing to meet. Is that  
21 something that you anticipate looking at as you move  
22 down the road?

23 LORRAINE GRILLO: If the Committee feels  
24 that that should be looked at of course.

25

CHAIRPERSON DROMM: Okay. All right, thank you. All right, Council Member Reynoso followed by Treyger and then Levin.

COUNCIL MEMBER REYNOSO: Thank you so much. I wanted to speak on the capital investment that was made, a \$100 million as a pilot program for upgrading bathrooms and would focus on aesthetic upgrades such as fixtures, and then other--and tiling for example. I'd like your pilot program because it means \$100 million is the--the floor, and investing more money would come later on. I just want to ask when do we expect to see the completion of all the bathrooms and whether or not we're going to get a list of where these bathrooms were fixed, or what screws were upgraded?

DEPUTY CHANCELLOR ROSE: So we've actually completed upgrades in about 180 buildings so far, and we can get follow up with you with the list and show you which ones may be in your district.

COUNCIL MEMBER REYNOSO: So while I see that these--these upgrades are extremely important bathrooms and--and tiling and making the school at least a little presentable and a place where kids want to come in to--to learn. I want to speak to

schools that just don't have the capacity to do the basic things like physical education indoors. A particular school just to use a reference is PS 18, which has a lunch room/gym/it's the lobby area where the parents walk into all in the same area. Half of this room is the space that they use for their gym and cafeteria at the exact same time sometimes. And we don't talk about that. We don't talk about, you know, maybe breaking down some walls and expanding those spaces. It's almost like something we just--we can't bring up. We also have a principal that's in a closet. Literally in a closet as her office in an effort to continue to provide space for parents in a parent room. And, every time we talk about this, there's always, of course, a--I say solution-oriented minded folks is what we're looking for. And it seems like in that one case it doesn't exist. So I just wanted to speak to what--I--I think by law did you have to do something to be able to provide adequate space for these kids to have physical education?

DEPUTY CHANCELLOR ROSE: Well, so I'm-- I'm guessing that PS 18, and I'm not as familiar with it personally is probably one of our buildings that was built around the turn of the last century.



COUNCIL MEMBER REYNOSO: It is, yes.

DEPUTY CHANCELLOR ROSE: Yes, because just from your description I can recognize the floor plan. We have a number of buildings like that. I actually think in--in District 1. In--in Council Member Chin's district there are probably several others that she's nodding her head, and thinking yes that's why my school sounds like. We have lots of needs, and--and no question that in the ideal world we would have separate spaces for those activities, and would be able to do renovations to--to get there. It is a question of funding and prioritization of--of do we make sure that the roof is water tight and, therefore, does not allow leaks into the classroom versus can we invest in reconfiguring that space on the ground floor, and in some of those older buildings that that can be challenging. Lorraine can say more about that. In terms of [bell] our requirements for our students, yes, students are--we--we--we--there are state standards for physical education, and we do--do a lot working with schools that don't have a separate standalone full size gym for how can they make--meet their physical education requirements for their students. Some of those

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2 organizations--programs are actually in my area. In  
3 our Office of School Wellness Programs, we have  
4 training on no gym no problem and other ways that we  
5 can build--help the school build the physical  
6 education into the school day. We would love to  
7 solve all of them.

8 COUNCIL MEMBER REYNOSO: So, again, I  
9 would love for--and I just want to say I want to  
10 thank you for this--the Breakfast in the Classroom  
11 Program that you came into the school, and actually  
12 did the tour and saw what was going on. Thank you so  
13 much. They are so appreciative right now. They're  
14 giving me all the credit for it. So thank you so  
15 much for--

16 DEPUTY CHANCELLOR ROSE: [interposing]  
17 And--and you deserve you it. [background comments]

18 COUNCIL MEMBER REYNOSO: --for coming in.  
19 But I think that these kids are literally running  
20 within a ten feet-- Well, I want to say maybe 20  
21 feet back--they're just running back and forth.  
22 There's a cone on each side, and they just run back  
23 and forth, and the--the teacher is very concerned  
24 about running and hitting--they can run into the  
25 walls, which some are not padded while the kids are

all screaming and eating on--in the other side, which is the cafeteria. And I'm--I'm really saying half of this room, if you cut it in half is for a cafeteria and a gym at the exact same time with pillars is what you call or columns in the middle of it.

DEPUTY CHANCELLOR ROSE: Right.

COUNCIL MEMBER REYNOSO: And that has to eventually become a priority, and in a--in a brand new school it's important, but when you have a school that is old and is not providing adequate--adequate education for these kids, that has to matter, too. I asked how much it cost and then and SCA has yet to give me--a cost on what it would do to break out the walls and just build it out bigger. Maybe I can pay for it in five years, saving a million dollars a year. If it cost--I'm--I'm willing to do that to have that conversation, but we can't do that if--if we don't at least get an estimate.

LORRAINE GRILLO: I'm make sure that that estimate gets to you.

COUNCIL MEMBER REYNOSO: And I'm even willing that like if we can get like a bubble or something where in the--in the cold months they can play in an outdoor gym or in the--the yard outside,

anything we can do. I really want us to think creative solution oriented answers because I can't allow these--every time I take a tour it's--it's heartbreaking and I can't walk into the school, and not do something for them. Thank you, guys. I appreciate it. Thank you, Chair, for the time.

CHAIRPERSON EUGENE: Thank you, Council Member Reynoso. Council Member Treyger.

COUNCIL MEMBER TREYGER: Thank you, Chair, and welcome Deputy Chancellor, and welcome President Grillo, and I want to thank President Grillo for coming to my district recently meeting with principals to discuss very--very pressing issues. I--I do just want to note in the interest of time I'll articulate comments and questions and--and then afterwards with the remaining time I will appreciate responses and answers. In--in the--in the data that was presented here District 20, which I represent a portion of, and I actually used to teach and have the most, you know, unmet, you know, resources with regards to seats, over 10,000--with--with a need of over 10,300 seats District 20. I--I want to say Mr. Chair that as a person who lives in the community, taught in District 20 cares deeply

about this community, it is a predominantly immigrant community as well. We're talking about Asian-Americans, Hispanic-Americans, Russian speaking Americans, Italian, African. You--you name it, it's a very diverse community, and that number is just unacceptable. And I just want to say Deputy Chancellor, and again I'll articulate things and afterwards--you can respond afterwards--is that the DOE missed a vital opportunity when it approved a co-location at IS 96 at Seth Low, which is right on the border of District 20 and 21. When they had the space to accommodate District 20, they instead put in the--Charter co-location. And there are schools in--in the District 22 territory that belonged to District 21. So there's precedent of schools accommodating each other's--each other's districts. But there are schools that can accommodate, and we must accommodate the. So I just want to point that out. I also want to say we met with President Grillo. We're conducting building surveys in my district--in my school's districts. First of all, I still have schools in my district that have temporary boilers three years post-Sandy. We've talked about this. I would like to have a--just a concrete answer

when will schools in Coney Island have permanent working functional--functional boilers, new roofs, fixed up gymnasiums and all the other damage that--that was done by--by Super Storm Sandy? I also believe that, you now, it is unfair of the DOE to continuously ask educators how can you use technology to support instruction when the wiring s still from the 1930s and '40s? They--there was a report this morning how wiring some of the schools is just so poor the Internet--Brooklyn Tech of all schools is complaining about slow Internet, which is true. Some schools because the Internet is not working at all. So I think infrastructure, I think wiring, improved air ventilation, as Council Member Lander said. [bell] And--and the last point I'll say, Mr. Chair, if you will just give me a few more moments is the fusion of OneNYC, the plan to make the city more resilient, sustainable and the DOE. Children in my district in Coney Island who witnessed the worst storm in their history, flooding waters, should be able to have the capacity one day to make the city more resilient and--and sustainable. I would like to see investment from the city in coordination with the Office of Recovery and Resiliency and the DOE and the

SCA where we're building human capacity in our schools in the CTE program where kids from the impacted communities can one day build and install the solar panels, and build and install the resiliency measures that--that we'll be putting in place for--for the future. Those jobs should not be shipped overseas to China and Germany. They should be built in Coney Island, in Canarsie, in Red Hook and the Rockaways and other impacted communities. And with that, thank you, Chair for your time. I--I appreciate your responses.

DEPUTY CHANCELLOR ROSE: [off mic] Can you get that?

LORRAINE GRILLO: Yeah. I--I would like to respond to the issues of the Sandy projects. I can give you the information that you need. We have scheduled--just to give you right off the top of my head, PS 90 in Brooklyn, that boiler, the temporary boiler will be replaced in April, and the project will be complete in July. We have information on 303. That temporary boiler will be the move in June, and that project will be done in the fall. So we have that information. If you want specifics, I can certainly go through every one. Okay?

DEPUTY CHANCELLOR ROSE: It's not a capital issue per se, but I know we are looking very closely at our CTE programs, and are very supportive of identifying CTE programs that will meet sort of the 21st Century need for scales and--and jobs and industries that will be important in the coming years. So we will continue that dialogue.

CHAIRPERSON DROMM: Okay. So I have some other follow-up questions as well. On Universal Pre-Kindergarten, the Capital Plan includes \$670 million for UPK, which is a substantial increase from the previous plan of \$210 million. But, the Five-Year Plan does not show how much money has been spent on creating UPK seats. Will you provide the Council with a report showing the actual spending on each UPK project that has been completed and the list of projected spending for each project planned or in the works?

LORRAINE GRILLO: Sure.

CHAIRPERSON DROMM: You'll--you can provide us with that at some point in the future. Okay.

LORRAINE GRILLO: Absolutely. Yes.



2 CHAIRPERSON DROMM: Yes. Okay. What is  
3 the highest and lowest per-seat cost for a UPK  
4 project completed during the last two years?

5 LORRAINE GRILLO: Sorry. I don't have  
6 that information with me, but I can certainly look at  
7 it.

8 CHAIRPERSON DROMM: All right, and--and  
9 President Grillo, is there a maximum amount, maximum  
10 price that you're willing to pay for creating a UPK  
11 seat?

12 LORRAINE GRILLO: They're a maximum---

13 DEPUTY CHANCELLOR ROSE: [interposing]  
14 It's got to be neighborhood specific.

15 LORRAINE GRILLO: Yeah, it's very  
16 neighborhood specific, as the Deputy Chancellor said,  
17 and beyond that, it's also schedule driven?

18 CHAIRPERSON DROMM: It's what?

19 LORRAINE GRILLO: Schedule driven. So  
20 for example if we need to do something in a very  
21 short period of time, it's certainly going to be more  
22 expensive than if we had a reasonable time frame to--  
23 to complete the projects. So--so I--we could  
24 certainly find out for you.

CHAIRPERSON DROMM: Okay. All right, we--we--we would--we would be interested in--in knowing that. In terms of class size reduction, the plan includes \$490 million in funds to add seats specifically targeted for decent class sizes. These funds are contingent upon receipt of the state--the Safe Schools Bond Act. Can you explain how you will identify where these seats will be created, and are there any locations in neighborhoods that have already been selected for targeted class size reductions?

LORRAINE GRILLO: Sure. We have a committee that meets regularly with--it includes SCA. It includes our Space Planning Group. It includes our enrollment folks, and we sit down and we go through schools that have a--a variety of different components. They could be historically overcrowded in districts that are not necessarily overcrowded, but they are geographically remote from other schools, or another option would be schools that have TCUs that are not in overcrowded districts where they would normally get capacity money. Do we have schools identified? Yes, this committee has identified three schools. We're talking about East

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2 New York Family Academy being one of them; 19 Bronx  
3 and what was it?

4 CHAIRPERSON DROMM: 131?

5 DEPUTY CHANCELLOR ROSE: 131 Queens.

6 LORRAINE GRILLO: 131 Queens.

7 CHAIRPERSON DROMM: Okay.

8 LORRAINE GRILLO: All and for a variety  
9 of reasons have been selected by the committee.

10 CHAIRPERSON DROMM: And those--the--of  
11 the 4,900 seats in the class size reduction category,  
12 how much of those--in those three schools, how much  
13 is that going to cost?

14 DEPUTY CHANCELLOR ROSE: [off mic] I  
15 don't think we have those yet.

16 LORRAINE GRILLO: I--I don't--we haven't  
17 begun design yet. So we're--we really don't know.

18 CHAIRPERSON DROMM: You're not at that  
19 point?

20 LORRAINE GRILLO: No.

21 CHAIRPERSON DROMM: All right, a few more  
22 I wanted to get to. Let's go to Green Schools and a  
23 Green Building Plan. So in September 2014, the Mayor  
24 announced a \$28 million investment in solar power at  
25 city schools funding 24 solar installations as part

of the Administration's new Green Buildings Plan. According to advocates, nine schools currently have solar panels installed 24 schools were proposed for the second round, and an additional group was recently announced for the third round. Can you update us on these numbers in the timeline, and how did the city choose each school?

LORRAINE GRILLO: [off mic] I can take that. Yes. [on mic] Yeah, mis--Mr. Chairman, we're not managing these projects. They're being managed through DCAS. So we can get you that information certainly.

CHAIRPERSON DROMM: Can you just talk to-

-

LORRAINE GRILLO: [interposing] And certainly--

CHAIRPERSON DROMM: --how does that flows--what--how is the--the--how did that happen? How does that happen? The--the--how does the money flow in that situation with DCAS and you, the relationship between you and DCAS because that's something that I just--I don't understand.

DEPUTY CHANCELLOR ROSE: So we actually do a number of different things with DCAS or with

other agencies where they have capital funds or projects that would go through schools. For example, we work with DEP on reducing water flow. So they fund--they provide the funding to us to chain--to install low water toilets, and DCAS also provides a number of funds related to energy efficiency where we will install meters or other equipment that would help regulate our use of heat oil and things like that. Because the electrical bill actually is paid through DCAS rather than through the DOE. So DCAS actually sees the--the benefit and value of these items, and they provide us with either the funding or the physical items themselves to install. In the case of the solar panels, I know that our--a larger part of the selection criteria is one of practicability--if that's a word--where you have to look at the size of the roof that is unencumbered by other building systems, and the amount of sunlight that that rooftop receives, you know, based on the buildings that are around those rooftops. And so, they worked to assess which ones will be the most effective in the use of those solar panels.

CHAIRPERSON DROMM: So in terms of--

DEPUTY CHANCELLOR ROSE: [interposing] I mean I think you--I think a budget modification.

LORRAINE GRILLO: Right.

CHAIRPERSON DROMM: So in terms of the savings that's estimated because of installation of the solar panels, who benefits or who--who gets that savings dollars? Does that go back to DCAS or does that go to the schools?

DEPUTY CHANCELLOR ROSE: That savings is experienced at DCAS because they are responsible for paying for our utilities.

CHAIRPERSON DROMM: And so who--

DEPUTY CHANCELLOR ROSE: [interposing] It funds the programs. We implement the programs, and then they see the financial benefits.

CHAIRPERSON DROMM: They get the--the savings from that?

DEPUTY CHANCELLOR ROSE: Correct.

CHAIRPERSON DROMM: So who's conducting the assessments?

DEPUTY CHANCELLOR ROSE: It's--it's all the city. So it's all good.

CHAIRPERSON DROMM: The city has it all?(sic)

LORRAINE GRILLO: Uh-huh.

CHAIRPERSON DROMM: It would be better if it went back to the schools, though. No? Okay, I'll--I'll work on that one. [laughter] Who is conducting the assessments, project designs, installation and maintenance for the solar and other renewal energy on schools? Who is conducting that?

DEPUTY CHANCELLOR ROSE: I will have to get back to you on that. I can work with our Sustainability Department.

CHAIRPERSON DROMM: [interposing] And I'm--I'm interested also in how the custodian in the buildings deals with that issue as well.

DEPUTY CHANCELLOR ROSE: Uh-huh.

CHAIRPERSON DROMM: Okay. Yeah, so in its current form the SCA's Capital Budget documents provides little detail regarding the Capital Projects. What steps are you planning to take, if any, to increase the transparency of the Capital Budget, and there are several charts in the Five-Year Capital Plan that do not include how much an individual project costs. Can that information be added to the plan?

LORRAINE GRILLO: We do provide estimates on--on almost all of our projects. I--I'm not specifically sure what charts you're talking about, but the projects in each--the projects that are listed in each school have an estimate attached to it, [off mic] but other than that-- (sic)

CHAIRPERSON DROMM: Uh-huh.

LORRAINE GRILLO: [off mic] Yes.

CHAIRPERSON DROMM: So some of them in this book don't have a dollar amount. Is there a particular reason for that?

LORRAINE GRILLO: I don't--

CHAIRPERSON DROMM: [interposing] You know, this Five-Year Capital Plan Book.

LORRAINE GRILLO: I'm--I'm--I'm surprised by that because as I said our--our individual schools, the projects that are listed for individual schools have estimates attached to them. It's like you need specifics, though. (sic)

CHAIRPERSON DROMM: Okay, and so here comes the--the annual question about the PDF format of the book. Is there anyway we can move forward on trying to make that--or change that into a different format so that it's easier to cross-reference?



DEPUTY CHANCELLOR ROSE: I--I would have to talk to my Capital Planning folks and see if that's possible.

CHAIRPERSON DROMM: In Excel? It would be wonderful if we could get that information so that we can look at it in a different way.

LORRAINE GRILLO: We will discuss it--

DEPUTY CHANCELLOR ROSE: [interposing]  
It's a Legacy system's issue.

LORRAINE GRILLO: --and see if it's possible.

CHAIRPERSON DROMM: It's a what?

DEPUTY CHANCELLOR ROSE: It--it is a Legacy system's issue, the--the system that generates this--

CHAIRPERSON DROMM: [interposing] Yeah.

DEPUTY CHANCELLOR ROSE: --generates a--a printing model.

CHAIRPERSON DROMM: [interposing] It just makes it much more difficult for us to be able to examine that.

LORRAINE GRILLO: Okay, okay. [off mic]  
The Citywide Appendices.

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2 CHAIRPERSON DROMM: [off mic] So tell me  
3 that.

4 LORRAINE GRILLO: [off mic] The Citywide  
5 Appendices, and the UPK projects specifically.  
6 (sic)

7 CHAIRPERSON DROMM: So it's--it's  
8 Citywide Appendices UPK Projects on page C-58 and 59.

9 LORRAINE GRILLO: [off mic] And there are  
10 several others. It's not just those.

11 CHAIRPERSON DROMM: And there are several  
12 others as well.

13 LORRAINE GRILLO: [off mic] We're  
14 looking. [pause] That's for this, but it shows up  
15 with the estimates for--in this. [on mic] Okay.  
16 Yeah. so those are separate lists to give people the  
17 quick information, but as these projects show up for  
18 a particular school, you will find under that school  
19 what the estimate is.

20 CHAIRPERSON DROMM: So once it's actually  
21 assigned to a school or--then there's a cost?

22 LORRAINE GRILLO: It's--it's shown in two  
23 different ways. It's--it's shown in two different  
24 ways. It's shown in--in this list, and it's shown  
25 within the school building as a project.

2 CHAIRPERSON DROMM: All right. All  
3 right, and Women and Minority--Minority Owned  
4 Businesses--

5 LORRAINE GRILLO: [interposing] Okay.

6 CHAIRPERSON DROMM: --can you talk about  
7 the SCA's overall performance with--with regard to  
8 supporting this program, and what more can we do to  
9 receive the op--the opportunity to provide city  
10 contracts?

11 LORRAINE GRILLO: My favorite topic.  
12 Thank you very much.

13 DEPUTY CHANCELLOR ROSE: [laughs]

14 LORRAINE GRILLO: The SCA has a terrific  
15 reputation when it comes to MWBE programs. I think  
16 last year we accounted for over \$600 million in  
17 contract awards to MWBEs. We have a fantastic mentor  
18 program where we take new emerging contractors and we  
19 train them for a number of years, giving them small  
20 projects and gradually growing them to larger--larger  
21 projects in larger companies. And, we just  
22 introduced a program, which we're really very proud  
23 of, where we're working with La Guardia Community  
24 College with some of their business students. And  
25 they are coming over to serve as interns for us for

back office work that's associated with bidding contracts and change orders and payment vouchers and so on, and we think this will be a real workforce development for these young people from La Guardia as well. So they will be working with our mentor contractors, our MWBE contractors.

CHAIRPERSON DROMM: Does that answer the cost of the wrap-up insurance.

LORRAINE GRILLO: Yes--no. Actually, no. The--the wrap-up insurance is based on projects that we have to do, but the wrap-up insurance is pro--program really helps our MWBE contractors who would not be able to get the kind of insurance that they would need. [background comments]

CHAIRPERSON DROMM: All right, I think I'm going to end with these questions, in terms of facility restructuring, the proposed amendment includes \$362.4 million for--for a facility restructuring, a subcategory of the school enhancement projects. Under the current plan the focus of the Facility Restructuring Program is to integrate additional Pre-K seats into existing buildings to support the DOE's Citywide full-day Pre-K expansion. How much of the \$362 million for

facility restructuring will be used to integrate Pre-K seats into school buildings? And how much of these funds are contingent upon the Smart Schools Bond Act?

DEPUTY CHANCELLOR ROSE: So, within facility restructuring [banging door] we break that down to about \$280--I'm sorry--\$220 million is in room conversions and partition, and about another \$68 million is in school improvement and restructuring. Much of the--I don't have a specific amount of that for Pre-K. Much of the increase in this particular area this year is from our new initiative to place school-based health centers in all--in our renewal schools. So about \$72 million of these is directly attributable to expanding our School-Based Health Center Initiative. Other funds here are relate to restructuring of our existing school buildings to modernize a lot of our facilities. So for example in some of our older high school buildings we have outdated former shops, shop rooms for curricula that are no longer pursued. And so we do spend a fair amount of money converting and upgrading those kinds of spaces to make them more usable for our current curriculum.

2 CHAIRPERSON DROMM: And what about--is  
3 any of that money used for co-locations?

4 DEPUTY CHANCELLOR ROSE: So there is  
5 funding included in this area is used to do upgrades  
6 as we need--better utilize our space through co-  
7 locations or through new organizations in our  
8 schools--

9 CHAIRPERSON DROMM: [interposing] Is that  
10 part of--

11 DEPUTY CHANCELLOR ROSE: --and that can  
12 be exist--DOE schools, and it also includes funding  
13 for the matching funds that we spend when a charter  
14 school upgrades their space.

15 CHAIRPERSON DROMM: Is that including the  
16 \$220 million you were speaking about?

17 DEPUTY CHANCELLOR ROSE: Yes, it is.

18 CHAIRPERSON DROMM: Okay. [background  
19 noise] They say I should let you off the hook now,  
20 you know.

21 DEPUTY CHANCELLOR ROSE: [laughter] So--  
22 but I thank you very much for coming in. I  
23 appreciate your time, and thank you again for--for  
24 everything.

DEPUTY CHANCELLOR ROSE: Thank you very much.

CHAIRPERSON DROMM: Thank you very much.  
[background comments] Oh, and if someone could stay behind, we would appreciate that so they can hear some of the advocates. [background comments and noise, pause] And so, our next panel will be Emile Pietromonaco from the United Federation of Teachers. [pause] All right. Welcome and I need to swear you in so can I ask if you would raise your right hand, please? Do you solemnly swear or affirm to tell the truth, the whole truth and nothing but the truth and to answer council member questions honestly?

EMILE PIETROMONACO: [off mic] Yes, I do.

CHAIRPERSON DROMM: And, will you state your name for the record, please?

EMILE PIETROMONACO: [off mic] My name is Emile Pietromonaco, and you did a pretty good job on it. [on mic] Okay, you did a pretty good job on it. I'm the Secretary for United Federation of Teachers. I'm here on behalf of Michael Mulgrew today. I'd like to thank you and the City Council Committee members for your unwavering support of our school communities. Your efforts makes a big difference in

the lives of our 1.1 million public school children.  
I also commend your efforts on the Education  
Committee and as the Chair and the Committee itself  
for inviting us to give testimony today.

SERGEANT-AT-ARMS: [off mic] Quiet,  
please.

EMILE PIETROMONACO: All right, first of  
all, we are encouraged about the proposed increase of  
\$1.4 billion bringing the five-year point up to  
\$14.9. With this money, we see the potential of  
making significant process to us alleviating  
overcrowding, reducing class size, as well as  
increasing the number of pre-kindergarten seats  
available. We also see the continued removal of the  
PCB lighting fixtures. We are encouraged to the fact  
that the plan that originally called for a decade,  
ten years is coming to a close within half that  
amount of time. We thank you for that. The idea for  
years now parents and educators have complained about  
overcrowded classrooms. Teachers usually have many  
students at different levels of achievement in their  
typical class. The more students there are, the  
harder it is for a teacher to provide individual  
attention. Many schools have taken creative measures



to meet those needs, and it exceeds--that even exceeds schools capacity. Even though it went as far as converting closets into classrooms for students. Research has shown that the positive effect of student achievement when classes are smaller, especially when students are from low-income families can make a difference. It's always been common sense to us teachers, smaller class sizes are the core for improving the quality of education of the city. Every child deserves to be in the right size classroom so he or she--or he or she can achieve at the right level. What more is that there's been \$490 million specific--specifically allocated to reduce class size in targeted schools. It's a welcome change in our conversation. We understand that the DOE and SCA are working together to identify schools that need relief, and we are encouraged--encouraging them to include all stake--stakeholders in the conversation. That way, all communities benefit. We are particularly encouraged that some relief is coming to PS 19 in the Bronx, which is at 147% capacity; East New York Family Academy in Brooklyn, which is at 164% capacity; and PS 131 in Queens, which is at the unsightly 200% capacity. We also

recognize that what's involved here is to make changes in the capacity and utilization methodology in updating enrollment projections. The figure is approximately--you're approximating is 83,000, which means we're above the 44,000 by another 38,000. We have our work cut out for us. We want to make this 83,000 number real. We want to go even above that. It's important that the SCA and DOE monitor the City's rezoning plans for affordable housing. Even its efforts on schools and a student population that increases by less than 5%, which is the threshold under the City Environmental Regulation, the impact on students already in overcrowded schools would still be significant. The school is already at 104% and you're at 3%. It's 107, but it doesn't reach the 5%. We must make sure that we are planning for all needs created by the rezoning and development. This is critical for our neighbors and around the City. UFT has been a long advocate for creation of a truly universal UPK, and we congratulate this Administration on its successful implementation of that in just a few years. We thank all the stakeholders for making the program work, and tip our hat, of course, to our members who helped the city

rev up this program in such a short notice. We also have another issue, it's decades old, temporary classroom units, TCUs better known as trailers. The City was forced to create this capacity quickly. The temporary classroom was never supposed to be full-time use. So it's supposed to low-term. As we know, and now this is unfortunate--unfortunate, we're going to reduce them hopefully by 100. But the bottom line here is we still have 185 more to go, and we would really like to see those go at the end of this Capital Plan. The City's must maintain the commitment to eliminate these trailers. They're much too cold in the winter, too hot in the early fall and spring. They spring leaks, they grow mold and they rust. These are not--this is not the environment we want to put our children in. As far as the PCBs, I mentioned that already, we want--we again applaud you for getting it done sooner. Because our members are in schools everyday, we believe that we can help identify projects that would be most beneficial to our students so we can get the biggest bang for the City's buck. We encourage the SCA, the DOE and the City Council to improve the UFT in that process of identifying beneficial projects for the schools and

the students. In helping these agencies create a time line for short term and long-term projects. In conclusion, we have worked with the City Council successfully for years, and now we have an Administration that thinks collaboratively and works collaboratively with all the shareholders. We can work together through just as many issues. We've accomplished a lot in the last--past two years. Let's continue to meet those challenges together, and I thank you for the time.

CHAIRPERSON DROMM: Thank you very much Mr. Pietromonaco, and thank you for your testimony. I was very glad, and I'm happy to see that a UFT member, and a District Rep remains on the Blue Book Committee. I appointed that person to the Blue Book Committee, and as well as a CSA member on that Blue Book Committee, and I believe that they are the only two full-time educators on the committee. Because what I wanted to have happen on that Blue Book Committee was to ensure that the reality of what happens at the grassroots level in the buildings themselves, particularly in the most overcrowded District 24 because that's where our--our UFT rep is coming from, District 24. It sits on that Blue Book

Committee. Do you have any recommendations moving forward about what that committee should be doing and looking at? As you know, I questioned President Grillo about, you know, what they can do moving forward. Do you have any suggestions for that committee?

EMILE PIETROMONACO: The--the suggestions I have would be what--what I just read, which is the fact that if you involve the people who are in the schools, right. Look, no one--no one knows--you know better--as well as I do, no one knows better about the schools than the people in the schools. We--we know where their needs are. We know what needs to be done, and we're truthful and honest about going forward with them. As many people who can be involved in this on the grassroots level, the community, the school staffs, the parents. This is the way to go because it--it seems too many times that things become special projects for people, and it's--it's me against you. It really should go where the need is, and I thank you for that.

CHAIRPERSON DROMM: So, you know, at the beginning of the testimony by the DOE and the SCA, I gave a rough--rough estimate in terms of what was

actually needed, the money that was actually needed to meet the 83,000 seat shortage that we're talking about, and I estimated that in addition to the \$14.9 billion that's in there, we would need another \$4 billion to be able to achieve that goal. Do you-- would you agree with that number? I mean I don't--I mean estimate on it. (sic)

EMILE PIETROMONACO: [interposing] I can't. Off the top of my head I know it will be a--a large number, but I don't know exactly what the number would be. But, I--I think it--to be a valid effort for us to--to reach that.

CHAIRPERSON DROMM: My--my question really is how do we ever get to that point of getting that \$4 billion unless we have some type of a renewed commitment citywide and advocacy to really be aggressive about getting \$4 billion put into that--

EMILE PIETROMONACO: [interposing] We--we would be more than--

CHAIRPERSON DROMM: --budget?

EMILE PIETROMONACO: --more than happy to be aggressive with you, and--and I think to get our fair share from the state would also be helpful.

CHAIRPERSON DROMM: So, you know, having been a teacher for 25 years myself, and in one of the most crowded districts I always like to use the example of one day I was sitting in the faculty room, and I looked out the door, and the maintenance folks came into the maintenance closet, and starting taking out the rake, the broom, the shovels. I said watch, that's going to be turned into a classroom, and sure enough, the maintenance close was turned into a speech classroom. And, you know, those little round tables that they have in the--in the Pre-K classrooms, they threw one of them in there, and it actually pretty much took up the whole room so you could hardly get a chair in there. But this is the type of overcrowding that we continue to face in those districts. Would you work with this as well in terms of the siting taskforce to look for seats in those most overcrowded districts.

EMILE PIETROMONACO: Absolutely. Yeah. I--I taught in 1975 in a storage cabinet basic-- basically. It used to be for supplies and it became my classroom. So I understand what you're talking about.

CHAIRPERSON DROMM: Because one of the things that it always--it always hits me is that although, you know, we were successful and we had a celebration about an almost \$1 billion increase in terms of new seats for the school system, we never seemed to really get on top of the problem particularly in those most crowded districts like 2430 and District 20.

EMILE PIETROMONACO: I mean, what we applaud is the fact that's a good start, a good start. Where you need to--when you are--where you need to make this a priority. Okay, I thank you.

CHAIRPERSON DROMM: All right, well thank you very much for your testimony, and thank you for being here today. Thank you. So now we're going to have Andrew Leonard, Childrens Defense Fund, Julissa Biso (sp?) from Make the Road, Florinda Banderas from the Silberman School of Social Work, and Marie Winfield from District 4 Manhattan Parent--District 4 Manhattan Parent. [background comments, pause] [off mic] This is the other person that is on the panel. [on mic] So, Andrew, Julissa. Okay, Florinda. Is Florinda here? No. Okay, Marie Winfield and Cassandra from Educators for Excellence. Is she



here? She's left. Marsalla from Educators for Excellence. Nope. Car--Cameron from Educators for Excellence. Georgia. Okay, come on up Georgia from Educators for Excellence. You'll be representing today. [background comments] And Georgia, I do need to ask you your last name. [background comments] Okay, and I'm going to ask you to raise your right because I swear in everybody in this committee. Would you raise your right hand. Do you solemnly swear or affirm to tell the truth, the whole truth and nothing but the truth and to answer council member questions honestly?

ANDREW LEONARD: I do.

CHAIRPERSON DROMM: All right. Would--do you want to start over here? Okay.

ANDREW LEONARD: Good afternoon. My name is Andrew Leonard, and I am Senior Policy Associate for Health, Housing and Income Security with the Childrens Defense Fund New York. The Childrens Defense Fund is a national non-profit child advocacy organization that has worked relentlessly for 40 years to ensure a level playing field for all children. We champion policies and programs that lift children out of poverty, protect them from abuse

and neglect, and ensure their access to healthcare and quality education in a moral and spiritual foundation. The New York CDFNY is currently working to promote critical systems change in their early childhood education, children's health and mental health, education equality and juvenile justice. CDFNY is particularly committed to using school-based healthcare services to optimize both a child's future health, and their opportunity for learning. We recently released a report *Health Plus Education Equals Opportunity, An Equation that Works* in which it--we detail and enhance and expand the vision of school health--of the school health system in New York City. As New York City moves toward a future of community schools, children's health stakeholders must discern the appropriate role of healthcare services within schools. CDFNY believes that schools should play a fundamental role in the fostering of healthy children. While schools should not supplant traditional care delivery models, it would be foolish to relegate the school base healthcare delivery system to the simple management of daily first aid needs. Schools capture an often hard to reach population, and offer a safe confidential place in

which providers and students can engage in honest and meaningful conversations that promote long-lasting healthy habits. Research has clearly shown that models of school-based healthcare delivery lead to improved access to care for a number of chronic health issues. CDFNY is grateful for the robust school health services currently delivered by the Office of School Health, and would like to thank the School Construction Authority for their consistent willingness to collaborate with health providers to develop clinic space in schools. And particularly the \$72 million in the most recent plan. CDFNY believes that the School Construction Authority can take at least one additional step to better secure the health and wellbeing of New York children. CDFYN suggests that the School Construction Authority and the Department of Education can work together to establish a methodology for evaluating the healthcare needs of the student population when developing the design of a new school or planning for major capital renovations to an existing school. The New York City principals face tremendous challenges finding adequate space in their schools to accommodate the educational and social supports children need. With

so many schools constructed before the advent of school-based health centers, many schools simply do not have the space to accommodate a fully functioning health clinic. As administrators in the School Construction Authority seek to develop new schools and to perform major renovations to existing sites, they should evaluate whether or not it would be appropriate to set aside a greater share of the school's overall space for healthcare deliver-- healthcare service delivery. With the implementation of the community school's model, future schools will not only be educational institutions, but also centers of youth development and community support. The inclusion of an evaluation of healthcare needs from the initial stages of the planning process will help make great strides toward better fostering long-term health and education success for New York City school children. [bell] I'd like to thank Chair Dromm and Council Member Chin for the opportunity to testify.

CHAIRPERSON DROMM: Just before we move onto the other panelist, of the \$72 million, has that work begun?

ANDREW LEONARD: I don't--some of it's begun. I don't know where in terms of construction. I know that schools are working with partners to figure out who the healthcare providers will be, but I'm not entirely sure of--

CHAIRPERSON DROMM: [interposing] Are you involved in that process directly?

ANDREW LEONARD: I'm on the--the Advisory Board for the Community Schools, but I'm not working with a particular school or provider.

CHAIRPERSON DROMM: Or, where the sites would be?

ANDREW LEONARD: I'm sorry, what's that?

CHAIRPERSON DROMM: Either on the board or--or on the selection or having a say in the selection of where those sites would be?

ANDREW LEONARD: No.

CHAIRPERSON DROMM: Okay, all right, thank you. Thank you for your testimony. Next please.

MARIE WINFIELD: Good afternoon, Chairman Dromm and members of the Education Committee. Thank you for allowing the public to weigh in on the DOE's Capital Plan today. My name is Marie Winfield and

I'm testify as a parent of a child at a small progressive school in East Harlem, which was selected for rezoning through the Mayor's Housing Plan. Smaller class sizes are a hallmark--hallmark of my daughter's school, Central Park East 1 Elementary. Over the four years that she's been there we've seen really unbelievable plans that included proposing a sixth school in Jackie Robinson Complex, which included a high school, a phasing out junior high school, two charter schools, and a proposed--our elementary school and then a proposed middle school on top of that in a situation where students were receiving related services in a closet. Only due to a lawsuit, was the sixth proposed school found a more appropriate location. Recently, our school was selected to house an additional Pre-K class with no indication from the DOE as to where this class would go, nor a guarantee on current or future state allocation unnecessary for our school's progressive curriculum. This type of decision making pits current families against prospective families and schools co-located against one another and create--in--instead of creating spaces where we're collaboratively planning as a school district in a

neighborhood together. Having myself pored over building utilization plans and also participated in the East Harlem Neighborhood Planning process, it's clear to me that reform--more reform than just what has happened to the Blue Book Working Group is still necessary. In D4, we require over 900 school seats to bring our overcrowded schools back down 100% utilization, and according to the DOE's Capital Plan, D4 will receive no new additional seats. In East Harlem, there's currently an affordable housing development planned for an entire block, East 111th to 112th Street. If this up-zoned to R10, this could mean up to possibly 860 new units the neighborhood. And this is before the actual rezoning comes. So how is it possible if such increased density, and this is only the start is planned for East Harlem that no new additional seats are in the DOE's Capital Plan. Due to my advocacy through the East Harlem Land Use and Zoning Subgroup in the planning--the neighborhood plan process, the following recommendation was included, which is:

3.2, require DCP, DOE and SCA to adequately project the impacts of new development on school seat requirements, and establish opportunities

for new Early Childhood Education, and school facilities to be built in the base of new developments.

Approaches for making student projections such include detailed analysis such as the clear definition of school building capacities based on current surveys as--as well as require coordination around appropriate timing of development of school facilities as affordable housing units are developed.

Selecting low-income communities of color for rezoning and not sufficiently planning for needed services and infrastructure is a terrible thing to do to our neighborhoods. I ask this committee to please listen to our personal testimonies, the tireless work of Class Size Matters, and reform the school planning process so that projected increases in density [bell] are accompanied by the necessary capital resources for these neighborhoods that have been neglected for so long. Thank you.

CHAIRPERSON DROMM: Thank you very much and I couldn't agree more with--with your testimony. Excellent. Thank you.

FEMALE SPEAKER: Good afternoon Daniel--I mean Chairman Dromm and City Council Members. Thank



you so much for letting me testify on behalf Veta Susami (sp?) who had to leave to pick up her children, and couldn't stay to give her own testimony, but I'm going to read her testimony aloud.

CHAIRPERSON DROMM: That's always a dilemma for me because I really would like to hear from the advocates, but if I don't get to the administration and drill down as much as I can on, it's--it's difficult. So it's always a hard choice in there, but we--we do appreciate your sticking out, and I'm sorry your parent had to leave, but we want to hear what you have to say.

FEMALE SPEAKER: Thank you. My name is Veta Susami (sp?), and I'm a parent leader at PS 19 and a member of Make the Road New York. I have three daughters, two of them who are attending PS 19. As a parent leader, I engage with Make the Road New York on many sites. The school economy (sic) is the largest issue for my family because of the challenges I face personally. In the Borough of Queens too many schools have had more students enrolled than any--than any numbers in the physical building to accommodate. In District 24 and 30 students have been forced to learn in cramped--cramped classrooms

and ill-replaced trailers. With no space, families have been forced to bus kids to Long Island City to find a seat in a classroom. It's a pity that in this city 100,000 kids have to ask the question: Where's my seat? The lack of space inside a building and students having to commute is just the tip of the iceberg. And the overcrowded school means poor instruction hours for my kids as teachers have well over 30 kids in a classroom. Overcrowded schools means kids have lunch at 9:45 in the morning or after 1 o'clock because there's not enough cafeteria space to feed students at a--at a decent lunch time. Overcrowded schools means it--it cuts into physical education, music and the arts, which are important to development. As a parent, I have fought a long time beside many others to try to find solutions to the overcrowding crisis hurting New York City Public Schools. At PS 92 and PS 19, we were successful in getting trailers removed as permanent spaces for learning. In the Capital Budget we push along side council alike to get an \$868 million committed for new construction. We're doing everything that we can, but we must work together to do more. In Make the Road New York's Report where there title is

Where's My Seat? we share that the city's [bell] critical issue of overcrowding is now surely incredible. Districts with higher proportions of immigrants have a greater overcrowding problem, and the Department of Education's School Construction Plan is not setting aside enough new seats in those communities that have the most burden. Our demands are clear. We must refund more--more than 100,000 seats citywide. We must pay extra attention to the needs of immigrant communities, and we must remove all trailers and place students in real placement classrooms. As a parent, meeting these goals will help my children a great deal. They won't have lunch at 9:45 in the morning. They won't have to wait in line to use the bathroom, and they won't have to stand on the street, on the corner on a cold or rainy day to catch a bus to our site schools. Let's do all we can so that no child has to ever ask where's my seat. Thank you. [applause]

CHAIRPERSON DROMM: So thank you and just to clarify and to put emphasis on the situation that you described regarding busing kids from Corona to Long Island City is one that I am personally familiar with because the school in Long Island City that

received the kids from Corona is the school--is a building where my school also had an annex. It's St. Bayfield School in Long Island City. So PS 199 was the school I taught at, and we had had two annexes, one in St. Teresa's and one at St. Bayfield's. And in those days, six years ago, the Catholic School was still open. Now, the Catholic School I think is closed, and so kids get bussed from Corona to Long Island City, which has got to be more than five or six miles away, and so here's the real dilemma. So, when a kid gets sick in Long Island City, somebody has got to go from Corona if mom is home and not work to Long Island City to pick up their kid to take their kid home. So the--the multitude of problems that come along with the temporary solutions that the DOE and SCA have used, the band-aid approach are not really solutions in the long run either because it's very difficult for parents to try to deal with those types of situations. And in--and in--in District 24, the problem just continues to get worse and worse and worse and worse. So I hear you. I'm familiar with it, and it's definitely very much a part of our discussions with the SCA. Thank you.

FEMALE SPEAKER: Thank you.

FEMALE SPEAKER: Thank you. [applause]

CHAIRPERSON DROMM: We have to go--we have to go like this, folks. [laughs] I'm supposed to gavel you when--when we get to [laughter] get too much applause so [laughs] next please.

GEORGIA HOLIDAY: Okay. Good afternoon, Councilman Dromm and committee members. Thank you for the opportunity to testify. My name is Georgia Holiday. I've been the music teacher at PS 89 in Queens and all--District 24 as well for three years, and became a teacher because it only takes one relationship with a positive, supportive, caring adult to turn a young person's life around. I'm testifying on behalf of myself, not on behalf of the DOE. I'm speaking in support of the recommendation to establish a minimum school counselor to student ratio of one to 250. This is one of the most expensive recommendations in *Educator for Excellence Climate Change* paper, but I know that the investment will be worth it. At PS 89 we have three counselors for 2,000 students, and to illustrate what that really means I'd like just to list a few of the things that I have personally seen our guidance counselor called upon to deal with during my time at

PS 89. Two students got into a physical fight in the cafeteria. Two brothers' father passed away from liver cancer. A student sometimes gets so angry at herself she self-harms. A student has been saying some odd things about an older cousin who lives in her house, and a teacher became concerned enough to call ACS. A student needs ongoing counseling because of the abuse she suffered when she was younger. A student called the paraprofessional a racial slur. A student needs help with his study skills in order to maintain focus in class. A student's dad got deported. A student's teacher has requested an observation after he has started talking to himself, spacing out in class, and has ceased to progress in his reading. A student's parents requested an ADHD evaluation, and several teachers are needed to fill out a survey regarding his behavior. A student has been crying often with almost no provocation ever since he got back from winter break, and we don't know why. Many students' IEPs require weekly behavioral counseling in groups or one-on-one. Oh, and the entire fifth grade needs to apply to middle school. So explain that process to 320 families many of whom do not speak English, and write

recommendations for students applying to specialized programs. You would have to be Super Man to keep up with all that, and there simply aren't enough hours in the day for all of the counseling, the paperwork, the observations and referrals, let alone the crisis situations that inevitably arise in a school this large. Demographic data shows that the lower the income of an area, the higher the social and psychological needs of the students, and yet one person is supposed--is expected to be the foundation of the support system for over 600 students. Our students come from food insecure homes, from employment insecure homes, from stressed out homes, from abusive homes. They have issues with peers, with loss and grief, with study habits, and with just growing up. They cannot learn, cannot thrive, cannot grow up to be functional adults if we do not provide for their emotional and social wellbeing. Please allocate additional funding to increase the number of guidance counselors in our schools, lighten the caseloads of these essential school staff members, give them time to provide our neediest students with [bell] the support they need so that all students can receive the education they deserve. Thank you.

CHAIRPERSON DROMM: Thank you very much also, and thank you for being here. It's really always good to hear educators' voices, and I appreciate the fact that you stayed with us. So that's really great. I'm also familiar with PS 89. It was in the district in which I taught. I actually got locked in that school one time at night. I had to jump out the window to get out of the school. It's a long story, though. But anyway, and this is mostly a capital hearing. So there's a little bit of a difference. Capital deals more with the physical--the physical building itself than the--the actual education and staffing issues, et cetera. But I wanted to hear what you had to say, and especially because you had waited so long. But the issue of additional guidance counselors in the system is an issue that we've been fighting for here in--in the Council for a long time. Council Member Antonio Reynoso who was here before sitting over there, was successful in getting some legislation passed so that we can finally get a count on the number of guidance counselors that are in system, what they're doing, what the student-to-teacher ratio is. And much of what you're saying has proven true according tot he



information that we've begun to receive, and we were somewhat successful in getting additional guidance counselors last year into the budget. I believe it was around 80 guidance counselors. Of course, it's not enough and we always need more. So, I want to thank you for sharing your thoughts, and--and your continued advocacy on this issue, and I want to assure you that we're also going to continue to fight for that--for that as well. Thank you. Okay, thank you to the whole panel for coming in. We appreciate it very much, and our next panel is Alex Gleason from New York Central Labor Council; Laney Hameson [sp?] from Class Size Matters; Dionne Jenkins from Concerned Adult Educators; and Dr. Eduardo Hernandez from CEC District 8. [background comments, pause] All right, I have to swear you all in. So if you would raise your right hand. Do you solemnly swear or affirm to tell the truth, the whole truth and nothing but the truth, and to answer council member questions honestly?

PANEL MEMBERS: (in unison) I do.

CHAIRPERSON DROMM: All right, Alex, would you like to start?

ALEX GLEASON: Good afternoon, and thank you Chairman Dromm, and the other members of the Committee on Education for their important work in advancing education in New York City. My name is Alex Gleason and I work with the New York City Central Labor Council. The NYCCLC co-coordinates the Climate Works for All Coalition with a line in the New York City Environmental Justice Alliance. Climate Works for All works to reduce emissions and create good jobs all New Yorkers. In late 2014, Climate Works for All released a self-titled report with a 10-point platform to reduce emissions, protect our communities, and create good jobs for New Yorkers. Installing renewable energy on schools was one of our key recommendations, and something we have fought to make possible since that time. There are many reasons that installing renewable energy on schools is a win-win for our city. The Department of Education's buildings use around \$240 million per year on energy. While this bill is footed by the Department of Citywide Administrative Services, this money down the drain, which should be recaptured and used for educational endeavors. Renewable energy installations on schools can be tied with educational

and vocational trainings for students. Targeted local hire programs can bring local community residents into the workforce. Schools and other municipal buildings can also become more resilient to the impacts of climate change providing a refuge for community members during future severe weather events. Today, I am here to speak about two key issues that have come to light as DCAS has begun expanding its solar investments on school roofs. The first is the expanded use of power purchasing agreements, and whether this is good for our city. The second is how the city prioritizes or fails to prioritize climate vulnerable communities as it expands its solar schools program. The Education Committee can play an important role in ensuring that DCAS does right by schools, students and communities as this plan rolls out.

1. DCAS is utilizing power purchasing agreements, PPAs, for the installation of solar on schools. PPA's function by bringing in a third party to finance and construct the solar panels requiring no upfront capital on behalf of the City. While this seems like a good deal for the City, it is unclear that if--that this is the case. We submitted a FOIL

request to DCAS in October for the numbers demonstrating both the short and long-term financial benefits of PPAs as compared to direct public funding, and to date we have not received an answer. Do PPAs make financial sense? Are they being used to privatize traditional public services that indeed provide better services at a better price? We should not blindly assume that PPAs are the best path forward. Where there is a blanket project--while there is a blanket--blanket project labor agreement covering DCAS work, we are concerned that PPAs allow DCAS to side step the PLA. Rather coincidentally, it appears that most of the solar installations on schools to date have been built non-union despite [bell] Local 3 of the Electrical Workers being trained, ready and willing to do this work. It appears that PPAs are being used to undermine good job creation in New York City, and we hope the Education Committee can help get to the bottom of this.

2. There appears to be no consideration for prioritizing climate vulnerable and disadvantaged communities and the workers in the siting--in the siting of renewable energy on schools. Current solar

installation RFPs do not include any requirements around local hire of disadvantaged community residents. We should be building on the success of the Build It Back program, which created a jobs pipeline into careers tracks for Sandy impacted communities. The building and construction trade unions of New York City are working with community groups in the City to make these programs work, and they should be improved and expanded through future programs like this. There is no prioritization of climate vulnerable communities in the assessment and selection for solar installations. These communities are the most vulnerable to climate change, and deserve to be provided the first opportunity to have renewable energy on their schools and other municipal buildings. These create important emergency refuges and also demonstrate a commitment to building back better after Hurricane Sandy. The resolution of these questions can help align the agenda of the Education Committee with that of community groups, labor groups and environmental justice groups that care about a good educational system, halting climate change and creating good jobs for New Yorkers. Thank you for your time and consideration, Chairman.

CHAIRPERSON DROMM: Thank you, Alex, and we were able to get a couple of questions in today. Of course, not as many as we would like, but we'll follow up with some of the stuff, and we want to work together and very closely with you on this issue. Than you. Laney Hamesom from Class Sizes Matters.

LANEY HAMESON: Hello, Chairman Dromm and Council Member Barron and Chin. Thank you for holding this--

CHAIRPERSON DROMM: I'm sorry. I did not introduce or say that Council Member Inez Barron has joined us. Thank you.

LANEY HAMESON: My name is Laney Hameson. I run an organization called Class Size Matters. The good news is that the Mayor has added funding, considerable funding to the Capital Plan, about a billion dollars and is creating 11,000 new seats. He's also upped his newest estimate to a more realistic 83,000. We still believe that the need is more than 100,000 based on DOE's figures, but they have been significantly forward on both fronts. The bad news is that DOE is only going to build 59% of the need, and if the Mayor's proposals for rezoning are adopted, that will encourage the creation of

hundreds of thousands of more housing needs, which will cause us to fall even--even further behind in terms of school overcrowding unless there are critical reforms to the rezoning process, and the school planning process. According to the City's own data, more than 556,000 students are in overcrowded schools. I was not happy to hear, as I've heard for the last ten years that this is a--a system with pocket overcrowding. I don't know how you can call it pocket overcrowding when 556,000 students are in overcrowded schools. The number of seats funded according to the need, according to DOE's own estimates very widely from 0% in District 9, 26% in District 11 in the Bronx to 99% and 100% in District 2 and 3, and we don't again believe that that's 100% of the need. It is surely the case that there's a wide variation across the city with no explanation for these disparities. There's an even larger variation in the number of schools that are cited and scope and design. There are three districts, overcrowded districts in the Bronx and three over--no, four overcrowded districts in the Bronx and three in Brooklyn, with not a single school already in scope and design despite a need of thousands of new

seats. Indeed there are overcrowded neighborhoods throughout the city like Sunset Park for example that have had funding allocated for schools to be built in their overcrowded areas for over a decade, and yet not a single school has been built. More evidence of a lack of capacity on DOE's part is the fact that there have been 4,900 seats in the plan for over two years in a category called class size reduction. This year for the first year they just put three small projects into that category, cited for the first time. They won't tell us how many seats there are, and as far as we can tell they have nothing to do with class size reduction. Meanwhile, more than 350,000 students are crammed into classes of 30 or more this fall. The school planning process is broken, and we need a better one including [bell] reforms to ensure that school capacity keeps up with development. I just wanted to mention that I happened to read the EIS for the East New York Rezoning Proposal. According to the independent consultant, we are due to lose 8,000 Brooklyn High School seats in the decade to come due to phase-outs, co-locations, chartered expansions and grade truncations. Eight thousand Brooklyn High School



seats we are due to lose. There's nowhere else you can find that information in DOE data, and without the East New York rezoning, it's going to go 108% capacity, Brooklyn High Schools. With the rezoning 109% capacity, and yet because that increases only 1%, there is not need to even consider building a Brooklyn High School, and there is none in the Capital Plan. This is just one small piece of evidence that the school planning process is broken. Those thresholds have got to get--be lowered. We need really more transparent and more accurate seats, an estimate that takes care of--takes account of seats lost as well as seats built, which we have never gotten from DOE. Last spring, the Public Advocate along with 22 council members all signed a letter saying that we needed to fully fund the seats needed in the Capital Plan, and create a task force or commission to come up with some realistic proposals for how this school planning process can be reformed. I think that's absolutely critical, and just one more point that there's more in my testimony, but there's more--one more point that I wanted to make about the cost. Chairman Dromm, you repeated that number, which seems very huge, \$4

1 billion for meeting the needs that the DOE has for  
2 83,000 seats. However, according to the Independent  
3 Budget Office, that would cost approximately \$130  
4 million a year because the state provides matching  
5 funds, and you don't pay it all at once. You bond it  
6 over many, many years. And given the huge DOE budget  
7 of \$22 billion or more a year, \$130 million seems  
8 like it's--it's--it's plausible given how much money  
9 we spend on other things. So, I end my testimony. I  
10 have some of the other proposals that I think could  
11 help fix the rezoning process including--including  
12 CECs as well as community boards where new  
13 developments are proposed and--and many other  
14 proposals that I think could get us back on the right  
15 track. But I really fear that if the rezoning goes  
16 through without any attempt to reform the school  
17 planning and siting process, our kids are going to be  
18 learning in even worse conditions in the--in the  
19 years to come. Thank you very much.

21 CHAIRPERSON DROMM: Thank you. So Laney,  
22 in the [applause]--in the 130--it was \$130 million?  
23 What would the actual costs be per year? You said  
24 about 100 and something?

LANEY HAMESON: \$130 million a year in city cost--

CHAIRPERSON DROMM: [interposing] And that's capital?

LANEY HAMESON: --to fund the full 83,000 seats.

CHAIRPERSON DROMM: So that's capital funding?

LANEY HAMESON: Well, the way it works is you buy bonds, right. You float bonds and then you pay the interest yearly so that it's the annual cost for those seats would be--additional seats would be \$130 million a year matched by State funds. One other reservation we have is in the Capital Plan the new updated Capital Plan that just came out last week they don't adequately and realistically report that the State is still providing one dollar for every dollar the city spends on school construction and repair. It's a huge boom to the City's economy. It's a huge boom to our--our students, and we should be taking advantage of that.

CHAIRPERSON DROMM: Thank you and in terms of planning, I was a little surprised that there are only three people who are hired in the

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2 School Construction Authority to actually finds. And  
3 when I asked the president what she felt was correct,  
4 she didn't deny it, but she referred more to the fact  
5 that they work with the developers and real estate  
6 people and et cetera, so forth and so on.

7 LANEY HAMESON: So, I--

8 CHAIRPERSON DROMM: [interposing] What's  
9 your feeling about that?

10 LANEY HAMESON: Yeah, so I found out when  
11 I had a meeting with the SCA in Sunset Park they have  
12 three people on staff looking for sites. They have  
13 one real estate firm on retainer per borough. They  
14 never cold call, which means they never identify a  
15 site and go after it, which if you own any real  
16 estate in New York City you know you get cold calls  
17 every single week. This is a very hot real estate  
18 market. They have to have more capacity to identify  
19 plausible sites for schools. Call up the owner and  
20 go after those sites. They also said that they never  
21 use eminent domain for a residential unit, and they  
22 use it only for commercial sites if the property has  
23 recently been on the market. I do not think that's  
24 acceptable. The City uses eminent domain all the  
25 time for large developers, for--for stadiums and for

other things that are not critical to the future of this city. The fact that they won't use it for schools is not acceptable. [applause]

CHAIRPERSON DROMM: Thank you very much, Laney. Thank you. Next please. Oh, I'm sorry. Did you have a question Council Member Barron?

COUNCIL MEMBER BARRON: Thank you, Mr. Chair, and I want to thank the panel for coming. I wasn't here for the Administration's testimony, but you raised a very interesting point because as I looked over their data, they have in their budget I think it's \$490 million for class size reduction, and I heard you refer to that. And one of the sites that's located is, in fact, the school in my district. Now, I know that that school has half of their student population in TCUs in the portables. What has been your understanding of how that money, if it ever existed before, has been used for class size reduction?

LANEY HAMESON: Well, the money was put in two years ago. This is the first time they've ever had any projects identified as to borough or district. So it's been sitting there for two years. Yes, one of the projects that they've now said is to

remove the TCUs in East New York High School, which is important, but it really has nothing to do with class size.

COUNCIL MEMBER BARRON: Exactly.

LANEY HAMESON: I don't think those kids are going to get any smaller classes as a result. So to me, it was a symbolic gesture, which unfortunately too many people have believed that it is meaningful, and means they're actually going to reduce class size when it's clear they have no intention of reducing class size. The Blue Book Working Group, which came up with this proposal to align the Blue Book formula with smaller classes made that proposal back in December 2014. They said the city sat on it until July 2015, and then rejected it. So I find that very unfortunate, and as the Chairman mentioned, the--the Blue Book formula is aligned to slightly larger classes in grades 4 through 12 than we have now, which will mean that it will tend to force class sizes upwards not downwards in those grades.

COUNCIL MEMBER BARRON: Thank you.

CHAIRPERSON DROMM: And as a follow up to that as well. So if the--if the Blue Book is higher

than the actual class sizes now, it will also--does it affect the number of seats that are needed?

LANEY HAMESON: Absolutely. I mean to the degree that they use the Blue Book to estimate their need yes, it will cut down on--on their needs estimate. We think there are many problems with the Needs Estimate as I've already mentioned, but clearly there were two things that happened that--that led to their increasing the needs estimate this year from 49,000 last May to 83,000 in--in January. That was--the formula was--was revamped to allow for more means for counselors, et cetera, and they did new enrollment projections. But what we noticed was that the May plan said the Needs Estimate was based upon enrollment projections done in February 2013--

CHAIRPERSON DROMM: [interposing] And so they--

LANEY HAMESON: --to May 2015. They waited almost two years to do new--new enrollment projections. So I heard the testimony that they do enrollment projections every year, but that wasn't true. So our report that, you know, came out in the spring of 2014, we'd actually done the enrollment projections before that.

CHAIRPERSON DROMM: All right thank you, Laney. Next please. [background noise]

DIANE JENKINS: Good afternoon. My name is Diane Jenkins, and I'm a retired teacher with the Department of Education Adult and Continuing Education Division, and I know this is capital budgeting. However, the Office of Adult and Continuing Education has safely served this city for a number of years, and we've done valuable work, and we're not at a--at a good place right now. We seem like we're under attack under the present Administration, which is very--if you look at the letters that I have here, they're very much concerned about numbers rather than the way that we affect our students' lives, and to help them achieve the goals that they have. Now, we serve anywhere from--oh, I don't know. It's just thousands of students per year. We go from basic literacy, ESL and basic education, basic literacy through high school equivalency and on to certification programs where a person can be certified in a professional position. The--if you--if you look at the letters, the letters show that we have serious concerns about the way that only the program is being run, but also by the way



that's it's negatively impacting on our students.

And we're asking, we really are. We're pleading,  
we're begging come talk to us. You know, come visit  
us. Come look at what we do, and please intercede.

I'm begging you. This is--this is very heartfelt,  
and I'm getting kind of emotional because we really  
love our students, and what we see happening to them

is horrendous and it's not deserved. So, I have my

name. I have my number there, and any member that

would speak to them, a lot of them would have to do

it anonymously because they don't want the

repercussions that they spoke publicly like I can

since I'm retired. But we had a--we have a CNA

program that doesn't have adequate materials. Ten

CNA classes with approximately 30 students per class,

and they don't have the proper amount of materials in

which to help these people become fully certified in

the City of New York to work in hospitals or nursing

homes or senior citizen centers. That's

unconscionable. [bell] Okay, so please, I'm begging

you talk to me. I will, you know, we can meet with

you. Whatever, but we really need a turnaround in

the Office of Adult and Continuing Education's

Administration in order for us to go forward effective. Thank you.

CHAIRPERSON DROMM: Thank you and, you know, like I said this is a capital hearing obviously. But we'll follow up with some questions for the DOE on March 16th as well specifically about your concerns.

DIANE JENKINS: Thank you.

CHAIRPERSON DROMM: Thank you.

DIANE JENKINS: Thank you.

CHAIRPERSON DROMM: Next, please.

[background noise]

DR. EDUARDO HERNANDEZ: Good afternoon, Council Member Dromm, Chairman, and your staff. Thank you for inviting me. I Dr. Eduardo Hernandez, President of the Community Education Council for District 8 in the Bronx. Our district just like most districts in the city is overcrowded. We are at--our elementary schools are over 111% capacity, higher than the rest of the city. Our needs foreseen at almost 2,000 for elementary kids, and almost 1,700 for high schoolers. For high schools there are no plans to build any--any high schools in our district, and for--as for elementary school, they are planning-

1 -we have new schools coming in line next year, but  
2 unfortunately they--even that they placed it where it  
3 could--it's going to do the least alleviation of  
4 overcrowding. The areas where we need it the most  
5 that would be advocating for most, they fail to find  
6 locations even though parents have brought up  
7 numerous locations. But they failed to ask so they  
8 just decided on their own to place in a place--in an  
9 area that is really dangerous. It's a--in a--in a  
10 highway intersection, and--and it does the least for  
11 us in terms of alleviating overcrowding. These--we  
12 have over 50% of our district is above 100% co-  
13 location (sic), and many of the schools don't--do not  
14 have music or arts. Teacher teams are limited. You  
15 have children with special education being taught in  
16 classrooms and hallways like other public places in  
17 our city. And most of these issues have brought  
18 about this co-locations, the avalanche of co-  
19 locations from the previous administration, and  
20 brought these--this great loss of instructional  
21 space. And you also place of many buildings within a  
22 Building 5 Code Violations where they--they fail to  
23 meet the--the--the emergency exit protocols for the  
24 city, but they know that. Those were issues that  
25

were brought up during the initial planning stages, but they still ignored them and went through with those. Lunches, lunch period start 9:30 and goes all the way through 1:15 in the afternoon, So being fully funded--so there's a lot of issues. So even when fully funded, the SCA fails to properly site the--the--the schools where it's most needed. So we need a more transparent mechanism to do this. The lack of foresight has broader--this is an issue overcrowding has been an issue that has been going on for decades. So we need a more accurate use of assessment to be [bell] proactive. All these new buildings and developments coming up never take into account the schools. So we urge the City Council to create a committee a task force, a commission to address this issue to have the foresight to create schools meet the needs for our kids and reduce the overcrowding. Thank you.

CHAIRPERSON DROMM: Thank you. I didn't believe--I wasn't fully aware that District, you said District 8 right?

DR. EDUARDO HERNANDEZ: District 8.

CHAIRPERSON DROMM: Yeah, it was crowded as--as--as you've described it.

DR. EDUARDO HERNANDEZ: Yes.

CHAIRPERSON DROMM: Is--so it's almost 4,000 seats that you--according to what--the numbers you gave me. How many in that--

DR. EDUARDO HERNANDEZ: It's--it's 2,000 according to current Blue Book. Now, if you need the--the--

CHAIRPERSON DROMM: [interposing] So how many elementary seats? How many seats in the elementary area did you say?

DR. EDUARDO HERNANDEZ: Two--almost 2,000 over 1,900.

CHAIRPERSON DROMM: And what about the--the upper grades? Did you say something about upper grades?

DR. EDUARDO HERNANDEZ: It--high schools are--are almost 1,700.

CHAIRPERSON DROMM: So that's almost 4,000 in that grade. (sic) Right.

DR. EDUARDO HERNANDEZ: Yes, altogether yes.

CHAIRPERSON DROMM: So is part of the issue the siting?

DR. EDUARDO HERNANDEZ: Some of the issue is the siting like for example we--we--parents have been pushing for many years to get a location in the Throggs Neck area. Our district covers all the way to Throggs Neck, Soundview, Castle Hill and all the way to Hunts--Hunts Point. The--the--the Throggs Neck area received all these new developments. They went from small houses to all these great developments, and there was never any schools built. So for years parents have been pushing to get a site on their school. This new school is located in Soundview down in White Plains--the intersection of White Plains Road with the--the Bruckner Boulevard, which even though those schools like in that area are overcrowded, they're not as bad as in other areas of the district. And because of like the geography of our district does not allow the transfer of schools to migrate from one to the other because of all these highways. It's like even for--where that school is located, it's a few blocks from the school that is over 140% capacity. But yet, those kids wouldn't be able to attend because of the geographic design.

CHAIRPERSON DROMM: Because of the zoning?

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2 DR. EDUARDO HERNANDEZ: The--the--the  
3 highways and also---

4 CHAIRPERSON DROMM: Okay. Uh-huh, uh-huh.  
5 All right, well thank you for coming in. It was very  
6 informative. I--I wasn't fully aware of that  
7 situation there. So thank you.

8 DR. EDUARDO HERNANDEZ: You're welcome.

9 CHAIRPERSON DROMM: All right. Thank you  
10 to this panel. A lot more work to do. Thank you.  
11 All right. The next panel Shino Tanikawa, Luke Henry  
12 from Community Education Council 1; Mary Cecilia  
13 Sweeney, Parents and Class Size Matters, and Maria  
14 Roca. Yeah, I'm sorry. Friends of Sunset Park.  
15 [background comments and noise] And let me just ask,  
16 is Marsalla Stevens Bunson here? No. Or Morrison.  
17 I'm sorry. Educators for Excellence. No and Fay  
18 Florinal

19 FAY FLORINAL [off mic] Yes.

20 CHAIRPERSON DROMM: Are you here? Why  
21 don't you come up then because--

22 FAY FLORINAL: [off mic] Sit next to  
23 them?

24

25

CHAIRPERSON DROMM: Yeah, they'll be the last panel then. Okay, we can do it. Everybody at one panel.

FAY FOREMAN: So I can have this space.

CHAIRPERSON DROMM: Yeah, and Sergeant, maybe we can get another chair.

FAY FOREMAN: [off mic] Thank you.

[background noise and comments, pause]

CHAIRPERSON DROMM: Okay. All right I have to swear you all in. So I'll ask if you'll raise your right hand, please. Do you solemnly swear to tell the truth, the whole--do you solemnly swear or affirm to tell the truth, the whole truth and nothing but the truth and to answer council member questions honestly.

PANEL MEMBERS: I do.

CHAIRPERSON DROMM: Okay, thank you. Shino, do you want to begin?

SHINO TANIKAWA: [off mic] Thank you very much, Chairman Dromm.

CHAIRPERSON DROMM: No, hit it again. The red--red light should be on.

SHINO TANIKAWA: [on mic] Oh, here we go. Okay. Thank you very Chairman Dromm for sticking



around for the bitter end. I really appreciate it.

I--I'm here as a parent of an 8th grader as well as a parent activist not as the President of the Community Association in Council District 2. I will speak a little bit as the co-chair of the Blue Book Working Group. I'm going to start with my experience collecting capital improvement requests through the Annual Capital Plan Amendment process. We do reach out to all our schools in District 2. We get requests from principals. None of them are what we would consider frivolous cosmetic improvements. Most of them are mundane repair works and capital improvement work such as floor tile replacement, window frame replacement, padding and gymnasium replacement. A lot of the projects are safety related. Yet, year after year we submit this list to the SCA, and most of them are returned to us as unfunded due to an un--rejected due to lack of funding. So, I understand money doesn't grow on trees. Having said that, we do need to prioritize where we put our resources to make sure that our children are learning in safe conditions, and sometimes I do wonder if our children's safety is seriously compromised learning in these conditions of

broken facilities. Related to this, I just recently learned the SCA Standard Design Protocol is a gymnasium. That's the gym and auditorium combined together. Now, if you're retrofitting a building to create a new school, that may be inevitable. To maximize capacity you may have to sacrifice some of the common spaces. When you're building a school from the ground up, as is the case for the Clinton Middle School, which became the Clinton Middle School High School on East 15th Street, there is absolutely no reason that school could not have had a separate gym--gymnasium and an auditorium. So again, I think our financial priorities seem to be misplaced. Increasing capacity is important. But if you're building a building from the ground up, please we have to push forth a separate gymnasium and an auditorium. I think that is just critical especially for a school that is a middle school and a high school. So talking a little bit about the Blue Book--

CHAIRPERSON DROMM: [interposing] Let me just ask you the question--

SHINO TANIKAWA: [interposing] Yeah.

CHAIRPERSON DROMM: --there because I have this situation in my district. We had two small sites where there were existing houses, and--and a back yard, and we were able to get them because we have no space anywhere else. In those schools, and one is still in the process of final approval and yet to be built, and the one that they did build they had one of those-- What do you call them, gymnatoriums?

SHINO TANIKAWA: Gymnatorium.

CHAIRPERSON DROMM: But what they have done is to also have exercise rooms. Well, they also have state-of-the art tread pads and things like that. [bell] Is that accessible to you? And we'll give you more time as well.

SHINO TANIKAWA: I believe it could be but my sense is that children need large spaces to run around whether it's a large yard or a large gymnatorium--gymnasium or otherwise. Often times when I see exercise rooms is a poor replacement for a gymnasium. But I understand sometimes that's the only option you have given the lot size. But to the extent possible I think gymnasium and auditorium separate and then if that's not possible, the a separate exercise room could be.

CHAIRPERSON DROMM: What was interesting in this case also was that after they--they did the--they built that--that--that site, the new school, then another piece of property became available and they were able to add a yard across the street from it. So, in the end I mean it didn't have an indoor gymnasium or anything like that, but anyway, it's just--it just--I just wanted to get a feel from you on that?

SHINO TANIKAWA: Right. Yeah, I think we should approach with the separate facilities and only if there's no way to have two separate auditorium and gymnasium we should go to the combined. To start the design from--from the com--combined gymnatorium seems flawed. So just quickly, the Blue Book Working Group did recommend the use of class size for--from the fiscal for us--Campaign for Fiscal Equity Class Sizes. That particular recommendation was rejected by the city, and the working group members have been asking the city to send a representative to tell us at least why that recommendation was rejected while the other ones were accepted so--

CHAIRPERSON DROMM: [interposing] I couldn't get a full answer today so, but you're going to meet again?

SHINO TANIKAWA: Yes, we are--

CHAIRPERSON DROMM: And we'll raise, we'll raise the issue again.

SHINO TANIKAWA: We keep--we keep raising the issue at every meeting pretty much, and--and Jan does a very good job of that with us, too. We will continue to push on that issue, and we are continuing to meet to improve the Blue Book farther. So I am hopeful that things will improve a little bit. Finally, I just want to mention the enrollment projection. I wholeheartedly support the idea of a task force, a commission to really fully evaluate the projection that method that's under use. I've testified in the past that the current methodology is flawed. It does not use the right co-efficient to project potential student population in a particular area. It uses a co-efficient that is too broad, that is borough wide or city wide, and when you look at the neighborhood level, those coefficients are really off leading to very wrongful projections that are not going to help anybody. Along the same lines, we seem

to be always five years behind in building our schools. So in District 2 we are lucky enough to have had 10 new schools built in the last seven years, and we're not complaining, and we're happy to have all those new schools. Yet, we still have overcrowded schools, and it's because every school that came on line was the result of intense parental advocacy with the community boards and the CEC. Without that advocacy, it would have taken much longer, and even with the advocacy, it's always behind the children who are coming into the system. So we need to look at the timing of our capital planning process as well. And the final thing I would like to share is we are told we don't have resources. We are short on money. We can't fund everything. Yet, I walk around in my neighborhood in this neighborhood, there are new buildings going up everywhere, and these are luxury condominiums. Somebody in this city has lots of money, and I'm not saying that's money we have access to, but it is time we hold these residential developers accountable, and share the burden of providing public services to the future residents of these buildings. So I would urge the City Council to come up with a policy that

requires product--developers to contribute resources towards meeting the infrastructure needs for our city's children. Thank you very much for your time.

CHAIRPERSON DROMM: Thank you also.

Okay, next up.

LUKE HENRY: Good afternoon, Chairman Dromm and members of the committee. Thank you for holding these hearings today. My name is Luke Henry. I'm a member of the Community Education Council for Community School District 1, which geographically covers the Lower East Side and the East Village. In our district, five elementary and middle-schools are over-utilized according to the DOE's own data with utilization rates approaching 120%. These overcrowded schools would need an additional nearly 300 seats to reach 100% utilization. But there are no new seats in the Capital Plan for District 1. And DOE claims District 1 has no new needs--no new need for seats as it's under-utilized, and our class sizes are very high. They've increased sharply since 2007, by 17% in both K through 3 and 4th through 8th grades. Two hundred and seventy-five of our seven--our kindergarten students, a full 30% of our kindergarten students are being taught in classes of

25 or more. This is the second highest percentage of students for any Manhattan School District. Our enrollment is also growing in the independent, and Class Size Matters projects an increase of 900 seats, 895 seats based on DOE data. And in many of our schools, the lunch period starts at 10:15. It doesn't end until 2:30 because there's no room in the cafeteria for all the kids to eat at reasonable times. Many of our schools don't have room for art or music or science. In many of our schools, students with special needs receive their services in the hallways or the closets, and as you heard testimony earlier, 19 high school buildings in Manhattan are 100% over-utilized, but there's no Manhattan High School in the Capital Plan either. And after two years if DOE still hasn't determined where most of those 4,900 seats and their class size reduction category will be sited. Even though we have 350,000 students crammed in, we heard testimony earlier where--about the class size reduction plan being applied to some of these renewal schools. There's a renewal school in the district, PS 15, which hasn't received that--hasn't noticed any class size reduction, of course. So we need a more



transparent and accurate needs assessment from the DOE and a better planning process, and there is a large scale development planned in our community school district, the FERPA site it's at the Essex Crossing site with insufficient requirements to build a school because of the threshold, which you've already heard about for considering a new school is too high. It's required that the development must increase school overcrowding by at least 5% to warrant consideration. So if the Mayor's rezoning pro--proposals are adopted, our schools will be even more overcrowded if the process of school planning is not fundamentally reformed. And that's why we're here to urge you to do what you can to form up a mission or a task force to propose the reforms that we need to the school planning process. So that the students in our district and throughout the city aren't crammed into even larger classes, and even more overcrowded [bell] schools in the years ahead. Thank you very much.

CHAIRPERSON DROMM: When you went to Class Size Matters forums, did I meet you there?

LUKE HENRY: Yes, we--we did meet.

CHAIRPERSON DROMM: Are we talking about the situation we're talking about today?

LUKE HENRY: [interposing] We did talk about. We--yes, and a couple of other things.

CHAIRPERSON DROMM: So I thought I had read somewhere in the news that there was a settlement in terms of the development that you were talking about that there would be a school included in that. Is that not true or am I mistaken?

LUKE HENRY: If you're referring to the FERPA (sic) site what there is, is land that has been set aside for a school, but as you--there's no planned school to be built there. There's no seats in the Capital Plan. There's a--so it's the--all the issues that you've heard about are front and center at this development site.

CHAIRPERSON DROMM: And that site who-- who owns that property? That's part of the development?

LUKE HENRY: It's part of the development, but the--I'm a little bit out of my element here, but the land--there is an option to build a school there. Who actually owns it, I can't tell you.

CHAIRPERSON DROMM: All right, and just was--was trying to refresh and other--

LUKE HENRY: [interposing] But the--but the position of the--DOE has been there is not a need for a school. Were there a need, we would build a school. There is no need. Therefore, no school.

CHAIRPERSON DROMM: Uh-huh. I got it. Thank you.

LUKE HENRY: Thank you.

CHAIRPERSON DROMM: Next, please.

MARY CECILIA SWEENEY: Chairman Dromm and members of the committee. Thank you for having us speak here today. My name Mary Cecilia Sweeney. I am not actually representing Class Size Matters. I am a parent who's a member and I support their proposal for a task force. I also represent a group of parents citywide who are very concerned about overcrowding in our schools, in our city schools, our public schools. The DOE is violation of State Law under the Campaign for Fiscal--Fiscal Equity Decision in 2003, and New York State Law Contracts for Excellence in 2007, which settled the claims against the State. There are supposed to be only 20 students in grades K through 3 and 23--unless I'm wrong--4--4

through 8, but we're looking at around--I think a minimum of like 25 in kindergarten and over 30 in the other grades. So because the school, the City is not fulfilling its promise, it's a legal settlement with the good people of the City of New York. This is a violation of law, and a breach of trust, and worse, it is actually really affecting children. I always start crying at this part. Children are receiving special services, as he said, in [crying] hallways [coughs]. And I'm also on the local CEC, which is in--I'm in Queens, and we have a big overcrowding problem there, and the parents come to us about their children who are being held back, and we have 30 children in the classrooms. How are they supposed to get any attention. Okay. [crying] Anyway, so--so anyway, it's not just a violation of--of clear law and child's basic constitutional right, it's--it's actually affecting them, and how can the City let this go on. So there's a lot of furious parents out there, and it's enough parents, it's actually citizens of the--of the city of New York who want the city to give to the children of the city what they deserve. So that's--that's--and I--I also want to say that I and a few members of the CEC although we

haven't come to a decision yet on, but we--we fully support that Class Size Matters proposal for a task force. So thank you.

CHAIRPERSON DROMM: Thank you, and I-- I'm--I'm aware, too, because in my school 199 most of the special eds pullouts at that time sets program and stuff was done in the hallway or in the stairwell on occasion. I saw guidance doing guidance in the stairwells, you know. It's--it's--it's that bad.

MARY CECILIA SWEENEY: And--and it's demoralizing to the--to the children and they need to get the attention. You can't get attention when you're--when there are people walking by in a hallway. I mean--and then most of all just the fact that the classes are overcrowded and also as other people have mentioned [bell] that the--the--the class reduction funding isn't actually going towards reducing. It's going towards adding another, you know, teacher into the classroom, which is not at all reduction of class size.

CHAIRPERSON DROMM: Absolutely, absolutely, absolute.

MARY CECILIA SWEENEY: Yes.

CHAIRPERSON DROMM: So it's only putting another person in the classroom in an already overcrowded classroom, right?

MARY CECILIA SWEENEY: It's--it's absolutely a--it's--it's playing with words, and it's not even the real--the words have--they have no meaning.

CHAIRPERSON DROMM: Yea, uh-huh. It's--it's--I mean I don't see it.

MARY CECILIA SWEENEY: [interposing] It's a breach--

CHAIRPERSON DROMM: I can't figure it out.

MARY CECILIA SWEENEY: It's a breach of the law and--and--and it's--it's unconstitutional. That's the other point so--

CHAIRPERSON DROMM: Okay. Thank you for your advocacy. Thank you.

MARY CECILIA SWEENEY: Thank you.

MARIA ROCA: Good afternoon, Chairman Dromm, the absent other members of the committee, and your staff who is always whenever you are there Saturday or Sunday were--they're with you, and that is very much appreciated, and---

CHAIRPERSON DROMM: [interposing] We have the best staff--I have the best staff in the whole City Council, are you kidding.

MARIA ROCA: Duly noted and we wish we could have--we could see that more often when--when the citizen goes out taking of their personal time to--and that you're there supporting us. So that has been duly noted. I'm not going to repeat the things because every--just about everyone has a piece of what I was going to say, and it is throughout the city unfortunately. It's not even one neighborhood that you could say well, it's happening there. So I'm Maria Roca. I'm the founder of the Friends of Sunset Park, and 20 year-old very grassroots, very grassroots organization, and I am also a member of the five people, regular folk in Sunset Park, and we found each other to form the Campaign for Quality--to make space for quality schools in Sunset Park because we realized that nobody else was paying the necessary attention to this problem. A lot of lip service. A lot of people did, you know, said yes we recognize it, but we needed that voice from within to say present. We are straddled by two districts, District 15 and District 20, which has it's provost, and we

also are in support of the work of CC 15. We are--we have very close ties to CC 15, support is truly of what Class Size Matters has presented. Eight of our ten schools are severely overcrowded, severely by hundreds and hundreds of children in one school. The busing issue that other people testified to, and these are buses that do not offer supervision for the children, because they are not children that qualify for supervision. So you have five and six-year-olds sitting next to 12-year-olds, and the children are physically being abused. I have witnessed this. Nobody--I even read it somewhere. I have witnesses and have worked with parents for this problem. This is--this is physical abuse, and on a yellow bus how is that child going to learn when by the time they get to school, they've been pushed, called names and had to wake up an hour earlier.

CHAIRPERSON DROMM: I don't understand the thinking when they do bus the kids, right. Why do they bus the kindergarteners? I--you know, of all the kids they are like the ones that's so--

MARIA ROCA: The most vulnerable.

CHAIRPERSON DROMM: Yeah.



MARIA ROCA: We--and we are beginning to-

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CHAIRPERSON DROMM: I mean I don't get that at all.

MARIA ROCA: But we're bussing Pre-K'ers.

CHAIRPERSON DROMM: Uh-huh, well that's whole other---

MARIA ROCA: [interposing] So imagine that yes.

CHAIRPERSON DROMM: --matter now, right.

MARIA ROCA: Yes, yes, I mean, you know, that's another hearing--

CHAIRPERSON DROMM: [interposing] Right.

MARIA ROCA: --for the Mental--that's the Mental Health Committee and so, yes, more funding is needed from both the City and the State. I don't think anyone would disagree with that. [bell] But education money also needs to be carefully tracked and closely monitored transparently because though it sounds like a lot of money, I--we don't feel that that money is being maximized on many levels, the construction, the IT money in education and in other parts of the city, and that needs more attention.

The lunch starting at 10:00 and ending at 2:00 really

[laughs] you know. The--our schools have been overcrowded for the past 15 to 20 years. This is nothing new. Maybe something newer in other parts of New York, but not in Sunset Park. This is--this translates to severe neglect of our most valuable human capital. We have two generations, at least two generations of our citizens, our New Yorkers that have been put in harm's way. As we continue to neglect--neglect--neglect our children, we will see our housing budgets for the homeless, and low-income New Yorkers mushroom. We will see an increase in our incarcerated population. In our--in our families and children affected by mental illness. Our children and families, more of our children will be afflicted by domestic violence to name but a few of the collateral damage that an improper not viable underfunded and totally ill-conceived system of education continues. Sorry. We cannot afford low performing schools. We need to invest upfront in a human being's life. We cannot throw money at a child by 8th grade, 5th grade, 12th. You are wasting your money, our money. It is just---it is the--I don't where people learn economics. Nobody obviously went to--took Economics 101 or 102 or 103 because this is

so simple, it's-- I personally, and I'm speaking now personally, not on behalf. But you need to believe that this is deliberate because there's no other conclusion that I can reach that makes any sense to me that this is just by chance. I think that there-- there is an intent somewhere by some to not prepare some of our citizenry to sit at the table to participate in society. One last thing. The--we have an issue with the hotels, the overbuilding of hotels in our neighborhood. Hotels that are, in fact, brothels. Hotels that are hot sheets (sic) hotels. On 39th Street, we have six hotels between 4th and 9th Avenue, well five and one that is being built as we speak. One of them was raided by a task force from the FBI down to the local precinct. Everyone involved, and it's still padlocked and it is still going through the process of the court. That activity exists in all of the other hotels on that block and another one is coming. We asked in our community years ago, the last time during the most recent rezoning of 2009 to edit the zoning text to prevent hotels from being included in M12 zones. Nobody wanted to listen because our pockets weren't as deep as the hotel builders. They had more

influence. So now what do we have? We are missing at least four--and I'm being conservative--schools in the neighborhood walking distance to those hotels. Our families have to pass by those hotels in the morning and the afternoon, and watch all the prostitution going in and out. And for the life of me, if the--the closing of Brussels in a building that could have been a hotel, doesn't make any changes, I don't what it is. So I thank you for your time.

CHAIRPERSON DROMM: Thank you.

MARIA ROCA: I thank for listening, and I thank everyone else who came and so eloquently presented the same problem--maybe not the Brussels I hope--all over the city. But the Brussels are coming your way if you don't stop it in Sunset Park and nobody does. (sic) It is a--it's big money, and they're going to expand. So thank you very much.

CHAIRPERSON DROMM: Thank you very much.  
Last but not least.

FAY FLORINAL: Thank you.

CHAIRPERSON DROMM: Is the red light on?

FAY FLORINAL: [pause] No. Now, yes.

CHAIRPERSON DROMM: You know what, maybe you should sit over here because the camera also needs to get you.

FAY FLORINAL: Oh.

CHAIRPERSON DROMM: Yeah.

FAY FLORINAL: So I would--all right.

Thank you. [background comments and noise, pause]

All right. Good afternoon, Chairman Dromm and good afternoon Committee Council. And first of all, I

would like to thank you very much for your

willingness to list to my testimony on the resource.

I also would like to thank my colleague and partner

in education here who willingly came to share, you

know, their testimony as well, and share our--some

worrisome situation that we are facing in our

districts. My name Fay Florinal. I'm the President

of the Community Education Council for District 6,

and I am also the Chair of the Youth and Education

Committee at Community Board 12. And I'm here to

share with you my testimony and echo the--some of the

concerns or all of the concerns that Class Matters

has, which to me is so, so important. So I wanted

begin my testimony from District 6, which I am on

behalf in defending to share with you a few concerns.

I want to begin in my testimony by saying that half of our elementary in many schools in District 6 are over-utilized according to DOE's own data. And this is true when we--over 1,400 seats to reach 100%. But there are no new seats in the Capital Plan for District 6. Which I found very interesting that DOE claims that District 6 has no need for seats as it is under-utilized. Yes, our class size are very high, and have increased sharply since 2007 especially in grade K to 3. In many of our schools--in many of our schools will start at 10:15, and doesn't end until 2:30 p.m. because of--because there is no room in the cafeteria for all the kids to eat at a reasonable time. This is really something that we consider very unacceptable, and we've been taking this for years and years. So many of our schools do not have rooms for art or maybe for music or science. In many of our schools, the students with the special needs receive their services in hallway and in closets, which I think this is something very unacceptable and I hope you do as well. In Manhattan--

CHAIRPERSON DROMM: [interposing] I have to say I had it in my school. I don't know if you heard me earlier.

FAY FLORINAL: Yes, I did.

CHAIRPERSON DROMM: I had the same situation.

FAY FLORINAL: Yes, but I hope that within your training I'm sure something positive will happen because the outcry is all over the city, and we are really placing our faith and hope, you know, in this Council to do something about this. And this is the reason why we are here today because we have faith in you. I also wanted to share that in Manhattan 19 high school buildings are over 100% [bell] but not--no Manhattan High School in Capital Plan either. So after two years, DOE has still not determined where most of the 4,906 in class size reduction category will receded. (sic) Even though over 350,000 (sic) students are crammed into classes of 30 or more citywide. So we need a more transparent and accurate needs assessment from the DOE, and a better school planning process. The city population is growing fast, as we all know, and part of our neighborhood are supposed rezoned to encourage more development of both affordable and mark--and market rate housing. Yet, District 6 will not get any new schools to go along with the new housing.

Unless the planning process is reformed to ensure there's a--to ensure this to accord. (sic) So this is why we urge the City Council, and I hope at some point our Speaker Viverito, you know, to form a commission or task force to propose reform to disclose planning process so that students in District 6 and throughout the city are not crammed into even larger classes and even more overcrowded schools in the years ahead. Again, I want to a way to bring my appreciation, and I sincerely, sincerely hope that within your term, Chairman Dromm, you find a way to navigate in defense of the children that matter to us so, so much. You already heard some of my colleagues, crying over this because the blame is really on the parents, and the children that they don't know how to defend themselves. So I just wanted to say last that Class Matters, it really matters to us. It matters to the parents. It matters to the children, and certainly it's matters to the whole world. So I want to thank you so very much for listening to our testimony, you know, during--I hope you all could be sent--you echo this sentiment. Thank you so very much, Mr. Chairman, yes.



CHAIRPERSON DROMM: Thank you and the only one you left out was the teachers, and as a teacher for 25 years, I would have given up a salary increase if we could have had a lower class size. I would have, and--and there are many teachers who feel that way, by the way. Many teachers really believe that because we want to be effective in our instruction, and over the course of my 25 years in the school system, there were many years where I had 38 kids in my class because we didn't have the extra 17 to be able to create a new class. And so 38 kids is extremely difficult to deal with because you could not individualize the instruction. And really ultimately, education has been my passion and the reason why I got involved in politics in the first place. So I am very much aware, and very much supportive of your efforts and everybody's efforts who came in here today to try to work this issue out to get those additional seats because I know first hand what it means. Thank you.

FAY FLORINAL: No, thank you. Thank you.

CHAIRPERSON DROMM: I do have to close this out, and it's--this meeting is now adjourned at 4:40 p.m. [gavel]

1 COMMITTEE ON EDUCATION

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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 March 29, 2016