

FY 2019 Borough Budget Consultations

Manhattan - Department of Education

Meeting Date 9/13/2017

AGENDA ITEM 1 : General Agency Funding Discussion:

The purpose of holding the Borough Budget Consultations is to provide Community Boards with important information to assist in drafting their statement of District Needs and Budget Priorities for the upcoming fiscal year. As you know, Community Board Members are volunteers who may not be familiar with the budget process and how agencies' programs are funded. At the same time, Community Board members are very knowledgeable about local service needs.

This year's Manhattan agendas have Agencies begin the consultation with a presentation of their goals, funding decision process, and highlights of their funding needs.

Then, the agenda continues with Community Boards asking about specific program funding.

Lastly, the agendas include Boards' requests on district-specific budget questions. We request that the agency respond in writing, but have any further discussions on these items with the Community Boards outside of the consultation.

For the General Agency Funding Discussion, please provide written responses and please be prepared to present on the following topics for 10-15 minutes at the beginning of our Consultation:

1. Explain the process the agency uses to formulate goals and budget priorities.
2. What are the current proposed FY18 and FY19 service and operational goals and proposed funding?
3. Which programs is the agency adding, dropping, or changing for FY18 and projected for FY19?

AGENCY RESPONSE:

SAMS and Fair Student Formula used to allocate funding

We want to continue implementing our equity agenda.

We will have 215 community schools this year, an expansion. We expanded dual language programs.

We have invested capital funding for school improvements and new school construction.

MEETING NOTES:

COMMENTS:

FOLLOW-UP:

AGENDA ITEM 2 : Mayoral Control

The recent renewal of Mayoral Control included concessions by the Mayor and Department of Education concerning Charter Schools, including the suggestion that co-location of Charter Schools with traditional public schools would be handled differently.

--what additional funding is being allocated or will be required to implement the new approach to requests from Charter Schools for co-location?

--how will the new practice differ from previous co-location experience in Manhattan?

-- will there be Charter Schools that previously received rent support or subsidy for private space that will now be offered co-located public school space, and how will that change affect overall spending in this area?

1(a) Please provide a list of schools in Manhattan projected to be at or above 90% of Blue Book capacity for the school year 2017-18.

-- Please include the current estimate for class sizes by grade in each school projected to be at or above 90% capacity.

-- Please identify those schools (whether or not at or above 90% capacity) which have experienced initial in

-zone waiting lists of more than 10 students, and for each such school please provide:

-- an update of the status of the in-zone waiting list, and

-- the dates on which families were notified of alternative offers of placement, and

-- the dates on which the in-zone waiting list was cleared either through registration at the catchment school or through an alternative offer or placement.

-- Please identify by location, District and type of school, all net new seats under construction or in the planning process for Manhattan (exclusive of re-purposing existing seats for a different grade or school offering).

-- please identify the funding for each such project.

1(b) What programs are available to enhance enrollment of chronically under-enrolled schools? What funding would be needed to achieve a district-wide balance of enrollment against capacity?

AGENCY RESPONSE:

MEETING NOTES:

COMMENTS:

See response 10 titled charter schools

All students are public school students in our view. There was an ask by charter schools that we support charter school transportation for the days that we do not provide buses.

If we don't co-locate charter schools then we are required to provide rental assistance.

We are spending more on rental assistance for charter schools.

If a charter school cannot get a space in our schools then we share expenses with the state for rental assistance.

We just opened new schools last week and we take a snapshot on Oct. 31st so the bluebook data for this year is not available yet

For 1a, See response 18 titled overcrowding

We are very careful not to overburden public schools with co-locations if they cannot

We are over capacity in two school districts.

SCA looks five years ahead and creates a five year capital plan and revises it each year.

We look to maximize space and then we look at zoning

We will continue to look at District 1's needs

We know about new development in Lower Manhattan and the Lower East Side, but there are still seats there.

We make changes to our projects as soon as permits are filed. We watch new developments all the time.

For 1b see response 5 titled Enrollment - we do our best to make these schools more attractive through branding and promotions. It's not a budget issue so much as a recognition issue. We provided a lot of information for PS 191 for District 3 schools.

Public schools have issues competing with the charter schools that have large marketing budgets.

Some schools need to promote themselves better.

We are working to help schools market themselves.

We have a well funded marketing operation.

We provide academic supports to schools that are struggling

For schools that are good, but are not as recognized we work to promote them

There are also rezoning processes to address over and under capacity schools

We look at schools individually and then decide what supports, academic or marketing are needed

To whom should we direct good, but under capacity schools

John Laduca is the person at DOE whom principals should work with to promote their schools

FOLLOW-UP:

AGENDA ITEM 3 : ADA-Compliant Improvements

Most public school buildings in Manhattan, with notable exceptions and recent construction excepted, are not ADA-compliant or otherwise accessible to mobility-challenged students or faculty.

-- what program is in place (or in contemplation) to make more school facilities ADA-compliant or accessible?

-- what is the timetable for such programs?

-- what funding is needed for existing programs to increase accessibility?

-- is the lack of accessibility concentrated on one type of school (e.g. elementary, middle or high school), or is it fairly evenly distributed across grades (in Manhattan? Across all Boroughs?)?

-- please provide a list of ADA compliant school buildings and minimally-accessible school buildings throughout Manhattan

AGENCY RESPONSE:

MEETING NOTES:

COMMENTS:

See response 7 entitled ADA compliance

We conduct building accessibility program assessments. There are over 1000 schools in the city.

What will 160 million do?

Full accessibility is expensive and requires millions for each building

Partial accessibility is less costly.

We are spreading out these projects for full accessibility so that students with disabilities have a school they can attend.

FOLLOW-UP:

AGENDA ITEM 4 : Remediating Toxins Within Schools

Please update us on the progress of adapting school systems to remediate toxins, especially (a) Lead in the drinking water; (b) PCBs, and (c) use of No. 6 fuel oil.

- How many schools have been remediated?
- How many schools remain on the list?
- Have additional schools been added to the lists based on subsequent testing?
- Has the new protocol for testing for lead in drinking (and cafeteria service) water (e.g. not flushing the system before taking a testing sample) increased the number or complexity of addressing these problems?
- What funding is needed to complete each of these remediation problems?
- Is the required funding in place?

AGENCY RESPONSE:

MEETING NOTES:

COMMENTS:

See response number 11 entitled toxin remediation

FOLLOW-UP:

AGENDA ITEM 5 : Online Resources

.Please provide the goal for students' access to online resources and computer skills in each of elementary, middle and high schools.

- what programs are in place to meet the goals?
- what funding is in place to ensure functioning hardware (computers, printers, network connections) is in place?
- what funding is needed to meet the goals?

AGENCY RESPONSE:

MEETING NOTES:

COMMENTS:

FOLLOW-UP:

AGENDA ITEM 6 : Diversity Initiative Funding

Please provide a summary of the funding allocated to the Mayor's announced diversity initiative for school integration.

- Please indicate which portions of such funding are capital and which are expense.
- Please describe the budget impact of changing elementary school admissions to meet the current diversity targets, and to the extent calculated or estimated the budget impact of meeting more aggressive diversity goals (for example, having elementary schools' demographics approximate those of the overall District in which the school is located).
- Were any alternative diversity or integration programs tabled or not pursued because of budgetary considerations? If so, please describe.

AGENCY RESPONSE:

MEETING NOTES:

COMMENTS:

FOLLOW-UP:

AGENDA ITEM 7 : Renewal School Program

.Please summarize the status of the Renewal School Program for schools in Manhattan.

- has the program met its academic goals?
- what has been the budget impact of the Renewal School Program?
- Please compare the educational and budget impact and results of the Renewal School Program with the prior practice under the previous Administration to close schools labeled as not meeting goals.

AGENCY RESPONSE:

MEETING NOTES:

COMMENTS:

FOLLOW-UP:

AGENDA ITEM 8 : Budget Impact of Schools

Please describe the budget impact of schools offering dual language instruction or dual language immersion – either as a remedial program for English Language Learners, or as an enrichment offering.

- are schools offering either remedial or enrichment dual language instruction given any additional funding in the

event that enrollment in such classes in order to achieve the student balance that such programs require does not meet the class size needed to a full-time teacher?

AGENCY RESPONSE:

MEETING NOTES:

COMMENTS:

FOLLOW-UP:

AGENDA ITEM 9 : Cost of Staff

Please identify the cost in staff resources in administering, proctoring, grading and analyzing and sharing the results of City, State and nationwide standardized tests each year.

-- please separately provide the same information for practice tests for students and any trials to vet potential test questions or methods for the vendor/source of testing.

-- Does the DoE maintain statistics on the amount of instructional time devoted specifically to standardized test preparation apart from the cost factors above? Please provide those statistics.

AGENCY RESPONSE:

MEETING NOTES:

COMMENTS:

FOLLOW-UP:

AGENDA ITEM 10 : Computer Literacy Plans

Please provide the current estimate for the overall cost of the Mayor's plans for computer literacy and computer science instruction as a curriculum component, and if available, please provide a breakdown of those expenses by type (personnel, OTPS) and by Borough.

AGENCY RESPONSE:

MEETING NOTES:

COMMENTS:

FOLLOW-UP:

AGENDA ITEM 11 : Dedicated Funding by Grade Level

Please explain what dedicated funding is available in each of the elementary, middle and high school grades for arts education.

-- Please identify schools in Manhattan that do not have a dedicated funding stream for the arts.

-- please identify schools in Manhattan that do not have a dedicated teacher for arts instruction, and indicate in which schools the dedicated staff member is certified or holds a degree or diploma in arts instruction.

-- please provide an estimate of the funding needed to provide a dedicated arts instructor in every school in Manhattan.

AGENCY RESPONSE:

MEETING NOTES:

COMMENTS:

FOLLOW-UP:

AGENDA ITEM 12 : Programs for Students in Foster Care

Please describe the programs in place to support schools and families of students in Foster care, homeless shelters, and "doubled-up" living, describe what funding is available for these programs, and estimate the number of students in these populations whose needs remain unmet.

AGENCY RESPONSE:

MEETING NOTES:

COMMENTS:

FOLLOW-UP:

AGENDA ITEM 13 : Post-Deadline Enrollment

.What funding is available to support schools that experience increases in enrollment after the close of the registers on October 31?

AGENCY RESPONSE:

MEETING NOTES:

COMMENTS:

FOLLOW-UP:

AGENDA ITEM 14 : District Specific Budget Questions 1

1.What additional funding can be made available to assist the schools affected by the 2016 Rezoning to achieve academic goals (including outreach and diversity as well as adaptation to new space, new curriculum offerings, and the consequences of moving for PS 191 and PS 452)?

AGENCY RESPONSE:

MEETING NOTES:

COMMENTS:

FOLLOW-UP:

AGENDA ITEM 15 : District Specific Budget Questions 2

What additional funding is being made available to schools in District 3 north of West 110th Street to compete with the outreach regularly employed by Charter Schools in that same geographic area?

AGENCY RESPONSE:

MEETING NOTES:

COMMENTS:

FOLLOW-UP:

Manhattan Community Boards Borough Budget Consultation – September 13, 2017

1. DOE Budget Overview

DOE Response: We are happy to provide information about the general structure of the DOE's budget. It is perhaps most important to take into account that funding for the majority of school-based programming is decided at the school level, using School Allocation Memorandums and Fair Student Funding Formulas. We encourage Community Boards to work with their schools and superintendents on supporting school-based programming using those funds.

The Department's Operating Budget (the total budget less pension and debt service costs) includes funding for principals, teachers, textbooks and supplies. It covers the cost of standardized tests, after-school programs, school buses, heating and cooling for school buildings, safety, and school lunches. It pays for central administration and field support offices, which work with schools to provide support and help improve student achievement. The Operating Budget also funds pre-school special education services provided at non-public schools (such as yeshivas and parochial schools) and charter schools, as well as School-Age special education services provided at non-public schools and charter schools.

The DOE also has a Five-Year (2015-2019) Capital Plan Budget which covers costs associated with building new schools, renovating existing buildings, and investing in other new assets within school buildings.

Schools are funded via School Allocation Memorandums (SAMs). These memoranda provide detailed information on each funding stream's purpose, allocation methodology and spending restrictions. They can be found online on the DOE's website in the School Allocation Memorandum section. Below is a listing of major categories of school allocations.

Fair Student Funding (FSF) dollars are used by schools to cover basic instructional needs and are allocated to each school based on the grade level and academic needs of students enrolled at that school. All money allocated through FSF can be used at the principals' discretion. Schools in District 75 and programs in District 79 are not funded via Fair Student Funding due to their highly differentiated instructional models.

For information about a particular school's Fair Student Funding allocation, please visit this link (<http://schools.nyc.gov/AboutUs/funding/schoolbudgets/default.htm>).

2. D3 Rezoning

What additional funding can be made available to assist the schools affected by the 2016 Rezoning to achieve academic goals (including outreach and diversity as well as adaptation to new space, new curriculum offerings, and the consequences of moving for PS 191 and PS 452)?

DOE Response: Funding for schools, as per the Fair Student Funding Formulas, is primarily based on student enrollment and the needs of students.

Our commitment is to ensure students receive rigorous academic instruction, and as such, we are committed to providing some additional supports for P.S. 191 beyond its Fair Student Funding. Specifically, in the upcoming school year, the DOE will fund an instructional coach to support teacher pedagogy at P.S. 191. In addition, the Manhattan Field Support Center's student services team will provide robust training and targeted support to P.S. 191, prioritizing the promotion of a positive and inclusive school culture. As enrollment increases at P.S. 191, additional programming to address the interests of the school community can be added. The school will have the opportunity to add arts, after school, STEAM and/or language programming based on the needs and interests of its students. Regarding the concerns of P.S. 191's financial status, the DOE has allowed P.S. 191 to temporarily pause payments of its debt for the 2017-2018 school year, and the school will resume payment in the following school year. We will continue to support growth at P.S. 452 as well in its new space. This growth will include the opportunity to expand enrollment by 2 sections/grade in its own building, potential to add pre-kindergarten, and increased access to administrative spaces entitled to per its new instructional footprint.

3. D3 Rezoning

What additional funding is being made available to schools in District 3 north of West 110th Street to compete with the outreach regularly employed by Charter Schools in that same geographic area?

DOE Response: Funding for schools, as per the Fair Student Funding Formulas, is primarily based on student enrollment and the needs of students. The superintendent's office and Central, along with principals, the District 3 CEC, and the surrounding community are working diligently together to strengthen schools and increase demand in the northern portion of District 3. The superintendent's office is partnering closely with principals to support increased enrollment, including publicizing school strengths, building out enrichment programming, and conducting more outreach to school communities and parents. We look forward to continuing these efforts in the upcoming school year.

4. Dual Language

Please describe the budget impact of schools offering dual language instruction or dual language immersion

- *Either as a remedial program for English Language Learners, or as an enrichment offering.*

- *Are schools offering either remedial or enrichment dual language instruction given any additional funding in the event that enrollment in such classes in order to achieve the student balance that such programs require does not meet the class size needed to a full-time teacher?*

DOE Response: Chancellor Carmen Fariña announced this year the opening of 68 new Dual Language and Transitional Bilingual Education programs this September – the most programs to open at the start of a school year since 2010. The citywide initiative includes 39 Dual Language (DL) and 29 Transitional Bilingual Education (TBE) programs, and for the first time, will introduce an Urdu program.

- 15 of the expanded programs are located in Manhattan.
- 94 programs overall in Manhattan; 46 DL and 48 TBE

Overall, there will be 507 bilingual programs across the City by September 2017. Each school opening a DL program will receive a \$20,000 planning grant, and each school opening a TBE program will receive a \$10,000 planning grant. The programs are funded through the Federal Title III Language Instruction for ELLs program – providing teachers and principals with quality resources, materials and training to ensure schools are implementing rigorous bilingual education programs. Additionally, ELLs receive extra funding through a new Fair Student Funding formula that helps schools provide additional materials, services and supports to strengthen instruction for ELLs. The citywide initiative will cost \$1.1 million.

5. Enrollment

What programs are available to enhance enrollment of chronically under-enrolled schools? What funding would be needed to achieve a district-wide balance of enrollment against capacity?

DOE Response: There is a wide variety of supports available to principals to address the issue of chronic under-enrollment, including expanding school-based programming, assisting principals in outreach to their surrounding community, and providing resources such as our Showcase Schools. We encourage Community Boards to seek out schools in their districts to provide support in outreach to parents and school communities.

6. Enrollment

What funding is available to support schools that experience increases in enrollment after the close of the registers on October 31?

DOE Response: We provide placement to all schools that haven't maxed out their enrollment through our registration process, and we strive to do so in a fair manner across each district / borough. In addition, ELLs and Special Education students continue to be funded through December 31st. Where schools need to hire additional teachers or need other services to serve students who enroll after October 31st, FSCs have the ability to provide support as needed.

7. ADA Compliance

Most public school buildings in Manhattan, with notable exceptions and recent construction excepted, are not ADA-compliant or otherwise accessible to mobility-challenged students or faculty.

- *What program is in place (or in contemplation) to make more school facilities ADA-compliant or accessible?*
- *What is the timetable for such programs?*
- *What funding is needed for existing programs to increase accessibility?*
- *Is the lack of accessibility concentrated on one type of school (e.g. elementary, middle or high school), or is it fairly evenly distributed across grades (in Manhattan? Across all Boroughs?)?*
- *Please provide a list of ADA compliant school buildings and minimally-accessible school buildings throughout Manhattan*

DOE Response: We are working to increase the accessibility of our school buildings and ensure families have the information they need to find the right school for their child. We are investing \$100M in the School Capital Plan for accessibility projects and an additional \$60M specifically for bathroom upgrades to ensure they are ADA compliant. Additionally, the DOE's Accessibility Committee – which comprises multiple offices – also works strategically to make our schools more accessible and better serve students with physical disabilities. All buildings that have been constructed since 1992 comply with all of the ADA's design requirements and have no barriers to access for persons with mobility impairments.

Since 2016 we've hired 6 Accessibility Coordinators. We have launched a pilot Building Accessibility Profile (BAP), which details all accessibility features in Manhattan and Staten Island middle and high schools (a total of 61 schools of the 414). The BAP was created with input from the ARISE coalition and the Mayor's Office for People with Disabilities, and will give a detailed breakdown of exactly what level accessibility the buildings have (each will be rated on a scale of 1-10). The Division of Space Management is currently in the process of surveying the remaining schools and engaging families and advocates for feedback on the initial pilot to inform future planning. The full survey for all 414 buildings will be completed by December 2017 and will be ready to inform the next middle school and high school enrollment cycle. We've also begun training DOE staff in ADA requirements with 102 staff members receiving training to date. We've also replaced directional exterior signage in 410 accessible/partially accessible elementary schools.

Over the past several years, we have taken a number of steps to increase information around accessibility, including providing information in the Elementary, Middle, and High School Directories and at all Fairs and admissions events; providing a list of all accessible schools by borough and additional information on accessibility on the DOE website; hiring full-time Accessibility Coordinators; and creating an Accessibility@schools.nyc.gov email address to make information requests easier for parents and families.

A list of schools in Manhattan and their accessibility can be found online at the DOE website, using the following link:

http://schools.nyc.gov/NR/rdonlyres/55A52EFA-195C-41E3-8638-E8CDBC66510E/0/Manhattan_September_2016.pdf

The Building Accessibility Profiles for each school district can be found online at the DOE website, using the following link:

<http://schools.nyc.gov/Offices/OSP/Building+Accessibility+Profiles.htm>

8. Diversity Initiative

Please provide a summary of the funding allocated to the Mayor's announced diversity initiative for school integration.

- *Please indicate which portions of such funding are capital and which are expense.*
- *Please describe the budget impact of changing elementary school admissions to meet the current diversity targets, and to the extent calculated or estimated the budget impact of meeting more aggressive diversity goals (for example, having elementary schools' demographics approximate those of the overall District in which the school is located).*
- *Were any alternative diversity or integration programs tabled or not pursued because of budgetary considerations? If so, please describe.*

DOE Response: The diversity plan released in June included a set of policy proposals to advance school diversity in New York City. Over the next year, the School Diversity Advisory Group – in partnership with the DOE – will develop additional recommendations to advance our goals. We have taken this set of steps and welcome additional policy recommendations and feedback from the Advisory Group and the broader community. The full diversity plan can be found online at the DOE website using the following link:

http://schools.nyc.gov/NR/rdonlyres/D0799D8E-D4CD-45EF-A0D5-8F1DB246C2BA/0/diversity_final.pdf

The diversity plan was published in June 2017, and did not have specific budget allocations attached to it. There is no immediate budgetary impact on changing elementary school admissions, although the allocations a school receives through Fair Student Funding (FSF) weights could change based on a different study body make-up.

9. Standardized Testing

Please identify the cost in staff resources in administering, proctoring, grading and analyzing and sharing the results of City, State and nationwide standardized tests each year.

- *Please separately provide the same information for practice tests for students and any trials to vet potential test questions or methods for the vendor/source of testing.*
- *Does the DOE maintain statistics on the amount of instructional time devoted specifically to standardized test preparation apart from the cost factors above? Please provide those statistics.*

DOE Response:

We believe that multiple measures, including classwork, course grades and projects are essential when evaluating students. The State has made important changes to these exams that address legitimate concerns from families including fewer questions and unlimited time as long as students are working productively. It is important for students to take these assessments to ensure the school system is on the right track and that we are consistently improving instruction and academic outcomes for students.

With regards to cost, many city, state, and national standardized assessments that NYCDOE students take are administered, and in some cases scored, during the school day, so the DOE does not incur any additional costs for a significant portion of these operations. The following are additional costs the DOE absorbs in order to make the testing and scoring process as efficient as possible for schools and teachers:

Gifted and Talented test administration

- Students in PreK and students who are not currently enrolled in NYCDOE schools take the Gifted and Talented eligibility test at weekend testing sites. In order to support that administration, the DOE expends approximately \$2.5M in per session to hire administrators and teachers to operate the weekend testing sites and administer the tests.
- Students who are currently enrolled in NYCDOE schools in grades K-2 take the Gifted and Talented eligibility test at their schools during the school day. Because teachers are needed to administer these tests during the school day while other classes are still taking place, schools may need to hire substitute teachers to support those classes during any testing days. As a result, the DOE provides annually an allocation of approximately \$145K, which is pro rated per school based on the number of students scheduled to test, to support those costs.

Grades 3-8 ELA and math New York State test

- Scoring of these tests is completed through a combination of scoring during the school day and scoring through per session during afternoons/evenings and weekends. In order to minimize the amount of scoring that takes place during the school day, and maximize the time available for instruction, DOE expends approximately \$13M in per session. This combination of day scoring and per session scoring helps to ensure that scoring is completed on time and scored test data is provided to NYSED.

Regents exams

- Scoring of these tests is also completed through a combination of scoring during the school day and scoring through per session during afternoons/evenings and weekends. In order to minimize the amount of scoring that takes place during the school day, enable teachers to support test proctoring in their schools (and in June, to complete other end-of-year responsibilities), and ensure that scoring is completed by the end of the semester/school year, the DOE expends approximately \$8.7M per year to support Regents scoring.

Specialized High Schools Admissions Test (SHSAT)

- The vast majority of students take the SHSAT at a central weekend testing site. The DOE hires teachers and administrators in per session to operate these weekend testing sites. It costs approximately \$740K to operate these testing sites for the approximately 30,000 students who test each year.
- Starting in 2016, DOE began piloting the SHSAT administration during the school day at a small number of schools (7 schools in 2016 and 15 schools in 2017). While there are no additional costs for administering and proctoring the exam, each school receives a small allocation (less than \$200 per school) so that a testing coordinator or other staff member can prepare for the administration for students with testing accommodations.

Field Testing

- In terms of vetting of potential test questions, NYSED selects schools to participate in the field testing of various state testing programs. These field tests all take place during the school day and the DOE does not incur any additional costs for their administration. Field testing is a critical part of the test development process that helps ensure that tests are valid and reliable.

Standardized Test Preparation

- The DOE does not maintain statistics on the amount of instructional time devoted specifically to standardized test preparation. Our belief is that the best preparation for tests is a rigorous curriculum that puts students on a path to college and career readiness.

10. Charter Schools

The recent renewal of Mayoral Control included concessions by the Mayor and Department of Education concerning Charter Schools, including the suggestion that co-location of Charter Schools with traditional public schools would be handled differently.

- *What additional funding is being allocated or will be required to implement the new approach to requests from Charter Schools for co-location?*
- *How will the new practice differ from previous co-location experience in Manhattan?*
- *Will there be Charter Schools that previously received rent support or subsidy for private space that will now be offered co-located public school space, and how will that change affect overall spending in this area?*

DOE Response: We invest in all public schools, both district and charter, to ensure they have the necessary funding to provide students with a high-quality education and receive the resources they need to succeed. The City is now paying for MetroCards for charter school students during the summer until the yellow bus service starts for the traditional school year. The DOE complies with State law and carefully evaluates each request from charter schools to provide space if it's available or assistance to lease private space for schools that qualify. We work carefully with charter schools to ensure the equitable use of school buildings and requests are assessed based on a variety of factors including building layout, current capacity and the projected capacity once the schools in the

building are at scale. This includes accounting not just for the enrollment, but also any known projects in or around a building that might impact space availability.

11. Toxin Remediation

Please update us on the progress of adapting school systems to remediate toxins, especially (a) Lead in the drinking water; (b) PCBs, and (c) use of No. 6 fuel oil.

- *How many schools have been remediated?*
- *How many schools remain on the list?*
- *Have additional schools been added to the lists based on subsequent testing?*
- *Has the new protocol for testing for lead in drinking (and cafeteria service) water (e.g. not flushing the system before taking a testing sample) increased the number or complexity of addressing these problems?*
- *What funding is needed to complete each of these remediation problems?*
- *Is the required funding in place?*

DOE Response:

Lead Remediation

The safety and well-being of students and staff is our highest priority. I am pleased to share that the Department of Education (DOE) has completed water testing in every public school in the City. New York City water is safe, and families and staff should rest assured that our drinking water is of the highest quality in the world.

In any building where lead test results showed even one water outlet above the action level of 15 parts per billion, we implemented our standard remediation protocol. This includes immediately taking drinking and cooking water outlets with exceedances out of service, flushing all or part of the system to eliminate water sitting in pipes overnight, replacing equipment and keeping affected drinking and cooking water outlets out of service until follow-up testing shows those outlets no longer have elevations.

Using State standards, 92% of our fixtures system-wide tested below guidance. This demonstrates that we do not have any systemic issues with water in our school buildings and our remediation protocol is effective. Our results compare favorably to other school districts across the State.

A letter with detailed information about each school's results was shared with school communities as results became available in the spring. Every school's letter is available on its DOE website, along with full laboratory test results. Providing you with comprehensive information that is easily accessible on the DOE website is key to our partnership with you.

Latest test results from schools across the system can be found online at the DOE website using the following link:

<http://schools.nyc.gov/NR/rdonlyres/2C533835-EA3D-4EE0-9759-33A928A80655/0/2017NYCDOEWaterTestsForLeadResults.xlsx>

PCB Pilot Program

The 2013 PCB pilot study showed that the replacement of PCB lighting ballasts and associated fixtures was a successful remedial measure for lowering PCB levels in indoor air where concentrations exceeded the US EPA air guidance values. Implementation of Best Management Practices, including proper ventilation and routine cleaning and maintenance, also helped reduce indoor PCB levels. As of 2016, all PCB light fixtures in New York City Schools were remediated.

No. 6 Fuel

No. 6 fuel oil has been phased out of all DOE buildings and have been converted to No. 2 or No. 4 fuel oil as prescribed by the clean heat program as of 2015.

In addition to having phased out the use of the highly pollutant No. 6 fuel in all buildings, the DOE is consistently and carefully auditing buildings to identify ways to continue to reduce energy consumption. In partnership with the Department of Citywide Administrative Services (DCAS) and the New York Power Authority (NYPA), the Department of Education (DOE) has completed 35 solar installations to date. Another 66 projects are planned and these 101 systems will represent a key step toward Mayor Bill de Blasio's commitment to retrofitting every public building by 2025 and dramatically reducing the City's contributions to climate change. The DOE also partners with several environmental organizations, including working with Grow to Learn NYC to create and sustain over 550 school gardens, many of which are incorporated into lunch meals served through SchoolFood's Garden to Café initiative. Several schools are also involved in the green roof program, creating green roofs by planting vegetation as well as installing solar panels and rain catchment systems.

12. Computer Science for All

Please provide the goal for students' access to online resources and computer skills in each of elementary, middle and high schools.

- *What programs are in place to meet the goals?*
- *What funding is in place to ensure functioning hardware (computers, printers, network connections) is in place?*
- *What funding is needed to meet the goals?*

DOE Response: As one of the eight Equity and Excellence Initiatives, the goal of Computer Science for All (CS for All) is that all NYC public school students will receive a meaningful, high-quality Computer Science (CS) education at each school level: elementary, middle, and high school by 2025. Schools can implement a CS education in a way that aligns best to their educational vision. Computer Science can be a semester course, a multi-year sequence, or incorporated into other content area courses (e.g. science, math, art,) in middle and high schools. For elementary schools, CS can be incorporated into core classes or cluster classes like art, music, or technology.

The DOE and partner organizations will offer an array of professional learning

opportunities to train nearly 5,000 elementary, middle and high school teachers. This will ensure that all students receive at least one meaningful, high-quality CS learning experience at each school level, across the range of implementation options.

To date, approximately 940 teachers have received CS for All training to bring back to their 524 elementary, middle, and high schools.

Of the 524 schools:

- 176 are in Brooklyn
- 96 are in the Bronx
- 94 are in Manhattan
- 132 are in Queens
- 26 are in Staten Island

13. Computer Science for All

Please provide the current estimate for the overall cost of the Mayor's plans for computer literacy and computer science instruction as a curriculum component, and if available, please provide a breakdown of those expenses by type (personnel, OTPS) and by Borough.

DOE Response: The CS for All initiative is a model for effective public-private partnerships, with the City of New York and the private sector bearing programmatic costs equally. This year, the Mayor announced new commitments from: Math for America (MfA); Robin Hood Education and Technology Fund, co-chaired by David Siegel and John Overdeck; Paulson Family Foundation; Alexandria Real Estate Equities, Inc.; the Hutchins Family Foundation; Association for a Better New York and the Rudin Family Foundation; Wachtell, Lipton, Rosen & Katz; Ron Conway, Founder, SV Angel; and Nancy and Alan Schwartz. Founding partners Fred Wilson and CSNYC, Robin Hood and the AOL Charitable Foundation, as well as early investment from AT&T that helped make the initiative possible. Public dollars support the infrastructure and human capital needed to pull off what is the largest effort of its kind. Private dollars support the training of nearly 5,000 teachers over the next ten years. These funds are overseen and administered by the New York City Fund for Public Schools.

14. Students in Foster Care and STH

Please describe the programs in place to support schools and families of students in Foster care, homeless shelters, and "doubled-up" living, describe what funding is available for these programs, and estimate the number of students in these populations whose needs remain unmet.

DOE Response: The DOE continues to support the unique needs of our students in foster care and in temporary housing. We are working closely with ACS to regularly identify students in foster care and to best meet the enrollment and transportation needs of students in foster care. In January 2016, the Department of Education launched a new initiative to provide direct point-to-point busing for students living in shelters in grades K-6 to reduce the travel time and hardship many faced. As of April 2017, over 4,000 K-6 students have been routed each month for busing. Additionally, Chancellor's Regulation A-210 (attendance) and A-750 (child abuse prevention) were recently updated, with

additional proposed changes to be voted on by PEP later this month. The changes include a tiered protocol for attendance outreach starting the first day that a student in foster care is absent. This is intended to ensure additional protections and supports for foster care youth.

We recognize that Students in Temporary Housing (STH) face additional challenges that we continue to work to address. To address the challenges faced by students in shelters, the City committed \$10.3M in both FY17 and FY18 to address the educational needs of this population. The programs below are funded through NYS McKinney-Vento grants, Title I and private grants. In addition to STH program staff, every school has a School-Based Liaison who is responsible for addressing the needs of STH. We believe that by having both School-Based Liaisons and dedicated program staff, we are supporting all Students in Temporary Housing.

This new money supports the following targeted new initiatives:

Initiative	Description of Programming	FY17 / FY18 Funding
Afterschool Reading Club (ARC)	Afterschool reading enrichment program staffed by DOE teachers providing 3-days a week of reading enrichment to students in grades K-5 at 18 DHS shelters. Each shelter received a 700+ book library and students receive take home books. Program includes arts instruction and family engagement.	FY17: \$1.7M FY18: \$1.7M (fully refunded)
Admissions supports	Support on all admissions process to families in shelter to improve admissions process participation rates and successful outcomes; includes on-site workshops with families and new resources for all students in shelter.	FY17: \$238K FY18: \$238K (fully refunded)
Bridging the Gap (BTG) social workers	32 social workers were placed in elementary schools with the largest populations of students in shelter and without a full-time social worker on staff previously.	FY17: \$3.6M FY18: \$3.9M (\$1.0M was shifted from the attendance teacher program to Bridging the Gap to staff an additional 11 social workers in 11 additional elementary schools with large populations of students in shelter)

Attendance teachers	10 specialist attendance teachers monitor attendance, meet with families to create improvement plans, identify and address factors contributing to chronic absenteeism, and connect families with support services	FY17: \$1.0M FY18: \$0M (no funding – this program will not operate next school year)
Technology to improve communication	New Blackberries enable real-time communication between schools, shelters, and families.	FY17: \$105K FY18: \$84K (full request funded)
School-based medical, vision, and mental health services	Expansion of medical, vision, and mental health services to address unmet mental health needs among students in shelter and drive improvements in overall school climate, and to improve student attendance and health outcomes by providing preventative health care services at school. Mental health, nursing and vision services are operating in some locations. Medical services will begin in SY17-18.	FY17: \$2.9M FY18: \$2.9M (fully refunded)

Information about programming for Students in Temporary Housing can be found online at the DOE website using the following link:

<http://schools.nyc.gov/StudentSupport/NonAcademicSupport/StudentsinTemporaryHousing/default.htm>.

15. Arts Education

Please explain what dedicated funding is available in each of the elementary, middle and high school grades for arts education.

- *Please identify schools in Manhattan that do not have a dedicated funding stream for the arts.*
- *Please identify schools in Manhattan that do not have a dedicated teacher for arts instruction, and indicate in which schools the dedicated staff member is certified or holds a degree or diploma in arts instruction.*
- *Please provide an estimate of the funding needed to provide a dedicated arts instructor in every school in Manhattan.*

DOE Response: New York City now has a record number of full-time certified arts teachers, a total of 2,757 in all pre-K-12 schools. Since the 2014-15 school year, the DOE hired 364 full-time certified art teachers. To achieve this, the DOE launched a number of hiring initiatives to increase access to certified arts teachers to schools across the City, including Arts Matters, a staffing initiative that partners nearby schools – many of which

are located in high-needs communities – to share one or two full-time arts teachers. Schools selected for the Arts Matters program receive three years of financial and instructional support from the DOE, including ongoing professional development and one-on-one discipline-specific mentoring by experienced teachers, as well as arts materials. Arts Matters recently expanded from 86 teachers in 113 schools in the 2015-16 school year to 98 teachers in 123 schools in the 2016-17 school year, and now reaches over 25,000 students across the city. Fifteen of the new Arts Matters schools were able to hire an arts teacher for the first time.

The 2015-16 school year also marked the launch of the F-Status Pilot Program, a new hiring initiative that allows schools to receive additional support to hire a part-time (F-status) licensed arts teacher. The F-Status program expanded this fall, and now serves a total of 16 schools across the city – nine middle schools and seven high schools, including three transfer high schools. Between the new F-Status program and the Arts Matters expansion, 31 schools across the city are now receiving high quality art instruction for the first time as of the 2016-17 school year.

Additionally, through arts partnership grants – the Arts for English Language Learners and Students with Disabilities, Arts Continuum, and the Arts+Family Engagement programs – grant-funded partnerships between schools and various New York City arts organizations nearly doubled, from 144 schools in the 2014-15 school year, to 285 in the 2015-16 school year. As of the 2016-17 school year, there are 293 partnerships.

There is no dedicated/restricted DOE funding stream for the arts for any school. Arts programming is funded at the school level in the same manner as other content areas. Regarding dedicated/certified teachers of the arts, elementary schools are not required to deliver arts instruction by certified arts teachers. Arts instruction can also be provided by classroom teacher or arts partners. The majority of schools have an Individual Arts Report on the school's statistic page. These reports provide information about arts staffing programming and partners.

16. Renewal Schools

Please summarize the status of the Renewal School Program for schools in Manhattan.

- *Has the program met its academic goals?*
- *What has been the budget impact of the Renewal School Program?*
- *Please compare the educational and budget impact and results of the Renewal School Program with the prior practice under the previous Administration to close schools labeled as not meeting goals.*

DOE Response: Renewal Schools are making real progress: across the program graduation rates are up, chronic absenteeism is down, State test scores are improving, and teachers are developing stronger instructional practices. School turnaround does not happen overnight, and we'll continue to provide Renewal Schools with the resources they need to make sustainable improvements. We've invested in Renewal Schools because strong public schools are the pillars of their communities, and we're committed to

improving these schools and providing them with resources they need to support students and families. The growth in our Renewal Schools is evidenced by the following metrics:

- Students are staying in school: Attendance is up since the start of the program by 4.0 percentage-points, a faster rate of improvement than the rest of the city. This adds an additional four days of instruction for each Renewal School student
- Parents are choosing Renewal Schools: Applications to middle schools are up 83% over last two years.
- Academics are up in Renewal Schools: English and Math results are on the rise – 50 of 52 schools increased in English and 44 of 52 increased in math, the largest growth these schools have seen in years.
- More students are graduating from Renewal Schools: Preliminary graduation rate increased by 7.5%, from 52.2% in 2014 to 59.7% in 2016.
- Teaching is stronger in Renewal Schools: There are now 225 high-performing teacher leaders in these schools compared with only 2 before the program started.
- Leadership is stronger in Renewal Schools: Over half the principals are new leaders and are getting results.
- Renewal Schools are safer: The most serious incidents decreased 44.5% over the last three school years.

Closing struggling schools is not a measurable school improvement strategy and as such we do not have data comparing that strategy to the Renewal Schools program.

17. Overcrowding

Please provide a list of schools in Manhattan projected to be at or above 90% of Blue Book capacity for the school year 2017-18. Please include the current estimate for class sizes by grade in each school projected to be at or above 90% capacity.

***DOE Response:** These statistics are not finalized until after the close of school registers on October 31, 2017. The DOE continues to take all measures possible to insure that school enrollment is balanced across districts and boroughs.*

18. Overcrowding

Please identify those schools (whether or not at or above 90% capacity) which have experienced initial in-zone waiting lists of more than 10 students, and for each such school please provide:

- an update of the status of the in-zone waiting list,
- the dates on which families were notified of alternative offers of placement,
- the dates on which the in-zone waiting list was cleared either through registration at the catchment school or through an alternative offer or placement.

DOE Response: These statistics are not finalized until after the close of school registers on October 31, 2017. The DOE continues to take all measures possible to insure that school enrollment is balanced across districts and boroughs.

19. Construction

Please identify by location, District and type of school, all net new seats under construction or in the planning process for Manhattan (exclusive of re-purposing existing seats for a different grade or school offering).

- *Please identify the funding for each such project.*

DOE Response:

All new construction can be found online at the Building Completion Report, located using the following link: <http://scan/Departments/Finance-IT/InformationTechnology/PTSGuides/CapacityBuildingCompletionsExternal.pdf>

New construction is funded through the Capital Plan.

