

# FY 2020 Borough Budget Consultations

## Manhattan - Department of Education

Meeting Date 9/20/2018

### 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 three sections:

I. Agencies begin the consultation with a presentation of their goals, funding decision process, and highlights of their funding needs.

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

III. 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 first section, please present on the four topics below for 10-15 minutes at the beginning of our Consultation. Also, please provide written responses or even a PowerPoint presentation that we can use to fully and accurately educate our Board Members.

1. What are your priorities and operational goals for FY19 and projected priorities and operational goals for FY20?
2. What are the current proposed FY19 and FY20 service and operational goals and proposed funding?
3. Which programs is the agency adding, dropping, or changing for FY19 and projected for FY20?
4. What are your benchmarks for new and existing programs and what are your benchmarks/key performance indicators for measuring success?

### MEETING NOTES:

#### COMMENTS:

We hope to provide responses to all of your questions in the next few weeks so that you have them when you do your budget priorities. We have several new deputy chancellors and a new cabinet structure. We are deepening our equity and excellency initiatives. We are continuing our renewal programs.

#### FOLLOW-UP:

### AGENDA ITEM 2 : Capacity and Population

There has been an overall Citywide decrease in children under 18 even though some districts are seeing an increase. How is this impacting DOE planning for the next 5 years for both capital funding and for staffing?

Please share the algorithm or process by which DoE and SCA project capacity needs based on changes in population due to factors such as overall population trends, new residential construction, and the like.

Please discuss criteria other than estimated population growth or decline when siting new schools. Is condition and age of existing facility and accessibility taken into account? How is new residential development factored in?

What are the budget implications for the anticipated change in the school-age population?

[Please include among items to be discussed live at the Consultation]

**MEETING NOTES:**

**COMMENTS:**

How does a decrease in school aged children translate into the budget? SCA does projections. Because of fair student funding, funding is per pupil. We are working closely with superintendents to build up enrollment when there is underenrollment. There is a metric for determining what is a pragmatic size for a school.

**FOLLOW-UP:**

**AGENDA ITEM 3 : Capacity and Enrollment - Overcrowding**

Last year we asked for a list of schools in Manhattan projected to be at or above 90% of Blue Book capacity for the school year 2017-18, but it was not yet available. Please provide that list for the 2017-18 school year, and also provide any current estimates for schools expected to be at or above Blue Book capacity in the 2018-19 school year.

What funding would be required to ensure that, apart from one-year aberrations, no Manhattan school would be at more than 100% capacity?

[Given limited time at Consultation, we expect to rely on written responses to this item]

**MEETING NOTES:**

**COMMENTS:**

**FOLLOW-UP:**

**AGENDA ITEM 4 : Capacity and Enrollment - New Construction and Renovation**

Please identify by location, District and type of school:

(a) all new seats currently under construction in Manhattan;

(b) all new seats in the design or 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.

Please identify any public-private partnerships in place in connection with any new construction or renovation project for a traditional public school in Manhattan, and describe the nature of the support and resources provided by the private partner (e.g. financial contribution, in-kind resources, staff, etc.).

[Please include in items to be discussed live at the Consultation]

**MEETING NOTES:**

**COMMENTS:**

**FOLLOW-UP:**

## **AGENDA ITEM 5 : Capacity and Enrollment - Class Size**

Please provide a list of classrooms (by school and District) that in the 2017-18 school year were above the contractual class size limit, whether or not there was any grievance or administrative procedure associated with it.

-- Please indicate whether the same class sizes are anticipated for those schools in the 2018-19 school year.

What funding would be required to eliminate all class sizes over the contractual limit?

[Given limited time at Consultation, we expect to rely on written responses to this item]

### **MEETING NOTES:**

#### **COMMENTS:**

#### **FOLLOW-UP:**

## **AGENDA ITEM 6 : Capacity and Enrollment - Under-enrolled Schools**

Please provide a list of schools in Manhattan that for the last 5 years have been below 80% of Blue Book Capacity.

-- Please indicate which of those under-enrolled schools are co-located with one or more Charter Schools.

-- What changes in curriculum or programming have been successful in reversing a trend of under-enrollment at Manhattan schools?

What programs and/or funding are available to enhance enrollment of chronically under-enrolled schools?

[Please include among items to be discussed live at the Consultation]

### **MEETING NOTES:**

#### **COMMENTS:**

Schools that are underenrolled are underenrolled for different reasons. Sometimes tracks provided at schools can help or hinder enrollment. We look at rezonings to help with enrollment shifts. We are aiming to help principals within existing funding.

#### **FOLLOW-UP:**

## **AGENDA ITEM 7 : Capacity and Enrollment - Impact of Charter Schools**

Certain Charter School networks have resources to produce high-quality materials that are used to solicit families to enroll, including four-color brochures, state-of-the-art websites, and mailings. The Charter School networks also have the resources to gain access to the DoE's lists of families in certain geographic areas to target their solicitation efforts.

What funding, programs or resources are available to assist traditional public schools, especially those co-located with Charter Schools, to compete for and solicit enrollment?

What funding would be required to achieve parity in the ability to conduct outreach on this level?

[Please include among items to be discussed live at the Consultation]

**MEETING NOTES:**

**COMMENTS:**

**FOLLOW-UP:**

**AGENDA ITEM 8 : Capacity and Enrollment - Mid-Year Transfers**

Please identify by school for Manhattan for the 2017-18 school year:

- (a) the number of children who transferred or enrolled from a Charter School to a traditional public school
  - before the 10/31 register close;
  - after the 10/31 register close.

- (b) the number of children who transferred or enrolled from a traditional public school to a Charter School
  - before the 10/31 register close;
  - after the 10/31 register close.

What financial supports or other resources are provided to schools receiving additional students after the register close?

[Given limited time at Consultation, we expect to rely on written responses to this item]

**MEETING NOTES:**

**COMMENTS:**

**FOLLOW-UP:**

**AGENDA ITEM 9 : ADA-Compliant Improvements**

Please identify all schools in Manhattan that are:

- fully ADA-compliant;
- able to make reasonable accommodations for mobility-challenged students and faculty, but are not fully ADA-compliant.

Please identify by school and District those schools in Manhattan at which upgrades in handicap accessibility is currently in process, and those at which such upgrades are in the design and bid phase of construction.

What funding has been allocated for these upgrades, and from what sources?

[Please include among items to be discussed live at the Consultation]

**MEETING NOTES:**

**COMMENTS:**

DOE has a lists of ADA compliance schools. We will not see ADA compliance in all schools in our lifetimes. It takes several million dollars to make an existing school ADA compliant. There are other things that can be done to bring a school up to partial ADA compliance, including ramps and lifts. There is a budget for these smaller projects. There is no timeline to make the entire City ADA compliant. The SCA has come to an agreement that some funding must be used for ADA compliance, but I do not have the details yet.

**FOLLOW-UP:**

**AGENDA ITEM 10 : 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.
- What funding is needed to change elementary school admissions to meet the current diversity targets?
- What funding is needed to change middle school admissions to meet the current diversity targets?
- What funding is needed to change high school admissions to meet the current diversity targets?

Please provide any estimate, study or projection of the cost associated with current diversity targets, and the potential cost of meeting more aggressive diversity targets?

[Please include among items to be discussed live at the Consultation]

**MEETING NOTES:**

**COMMENTS:**

School Diversity Advisory Group is still working on recommendations which will touch on enrollment and programming.

Diversity targets and funding are difficult to consider on the whole. The situation will differ from district to district. 2m has been allocated to community engagement, family workshops to talk about and strategize desegregation of schools. District 15's recommendations are to revise enrollment and develop culturally responsive programming within their existing budget.

Principals have to be on board for new enrollment strategies so the community engagement process is crucial. DOE believes that communities need to be intricately involved in desegregation. It no longer believes that it has to only happen in some districts.

Anti-bias training is needed for every person involved in desegregation.

**FOLLOW-UP:**

**AGENDA ITEM 11 : Diversity - Supports for New Cohorts**

What programs and resources are provided to support students' academic and social-emotional needs in connection with changes in enrollment based on:

- (a) the Mayor's diversity initiative; and
- (b) diversity initiatives at the District or school level?

What funding is needed to implement these programs and provide these resources? Is such funding available?

[Given limited time at Consultation, we expect to rely on written responses to this item]

**MEETING NOTES:**

**COMMENTS:**

**FOLLOW-UP:**

## **AGENDA ITEM 12 : Diversity - Supports for Homeless Students**

What programs or resources are in place or planned to achieve diversity in schools that are proximate to homeless shelters, or that receive greater than 40% of their enrollment from children who are either homeless or "doubled-up"?

What funding is available to meet the needs of these students?

- within schools?
- at the Shelters?

How do DoE and DHS coordinate on meeting these needs? What funding is necessary to fully implement the needed programs and provide the resources?

[Please include among items to be discussed live at the Consultation]

### **MEETING NOTES:**

#### **COMMENTS:**

Shelter based family assistance and students in temporary housing support. We work closely to supervise efforts between DHS and DOE. Students may move from one school to another so we work to support them. Shelter days of action to liaise with schools and students so that as many are enrolled as possible. Bridging the gap social workers - from 11 to 65 this year - they will monitor the progress of students in temporary housing.

#### **FOLLOW-UP:**

## **AGENDA ITEM 13 : Homeless Students - Additional Needs**

What programs and resources are available specifically to address the needs of homeless students with IEPs, many of whom transfer from one school to another with great frequency?

Are screening and evaluation for special needs or IEPs provided to homeless students in a way that takes into account their status and differing access to service providers?

What staffing and coordination is in place to ensure that homeless students with IEPs receive consistent services at school and at shelters and hotels and other transitional housing?

What funding is needed to provide these services to homeless families and children?

[Please include among items to be discussed live at the Consultation]

### **MEETING NOTES:**

#### **COMMENTS:**

We have new SOPs for those in temporary housing who have IEPs. IEP process continues with these students from school to school. We hold ourselves to the same standards. Title I funding - is it an all or nothing enterprise? Students in Temporary Housing may qualify for Title I, but McKinney Vento supports programming for students in temporary housing and it follows them as they move. DHS is trying to keep students as close to their original schools as possible to give them some sense of continuity. DOE is in agreement with DHS that we want students to have continuity and we provide transportation.

Susan Stetzer - we are unable to identify the populations that travel to school from long distances. DOE does know which students travel long distances. Parents may choose to send their children to school over long distances.

#### **FOLLOW-UP:**

## **AGENDA ITEM 14 : Programs for Students in Foster Care**

Please describe the programs and resources in place to support schools and families of students in Foster care?

How many children in Foster Care are served by these programs and resources?

How many children in Foster Care are unable to be served by these programs due to budget or funding limitations?

What is the total funding available for these programs?

[Please include among items to be discussed live at the Consultation]

### **MEETING NOTES:**

#### **COMMENTS:**

We work with ACS on these supports. We focus on adequately enrolling foster care students in school. We share data with ACS regarding absenteeism. On the school level, we provide socioemotional supports.

#### **FOLLOW-UP:**

## **AGENDA ITEM 15 : Testing - 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 for each of:

- elementary school;
- middle school;
- high school.

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.

How much classroom or instructional time is devoted specifically to preparation for standardized tests at each grade level?

[Given limited time at Consultation, we expect to rely on written responses to this item]

### **MEETING NOTES:**

#### **COMMENTS:**

#### **FOLLOW-UP:**

## **AGENDA ITEM 16 : Dual Language - Dual Immersion Programs**

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 for a full-time teacher?

[Given limited time at Consultation, we expect to rely on written responses to this item]

**MEETING NOTES:**

**COMMENTS:**

**FOLLOW-UP:**

**AGENDA ITEM 17 : 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.

[Given limited time at Consultation, we expect to rely on written responses to this item]

**MEETING NOTES:**

**COMMENTS:**

**FOLLOW-UP:**

**AGENDA ITEM 18 : Arts Education**

Please explain what dedicated funding is available in each of the elementary, middle and high school grades for arts education (including fine art, music, dance and other modes of artistic expression).

-- are any schools not eligible for such funding?

Please identify any schools in Manhattan that do not have a dedicated teacher for any form of arts instruction.

What funding would be needed to place at least one teacher with a certification or other diploma or recognized qualification to teach in the arts at each elementary, middle and high school in Manhattan and Citywide.

[Please include among items to be discussed live at the Consultation]

**MEETING NOTES:**

**COMMENTS:**

There is still not a dedicated funding stream to provide art instruction. We work with principals to manage resources so that they can provide art instruction. DOE has expanded Arts Matter, Arts for English Language Learners, Arts Boot Camp Program, etc. - they operate during the day. Arts is a part of STEM, now STEAM. We are seeing the expansion of STEAM programs.

**FOLLOW-UP:**

**AGENDA ITEM 19 : Renewal School Program**

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

-- How many Renewal Schools have met their academic targets/goals within the expected time period?

-- 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.



What additional funding or resources are made available to Renewal Schools that do not meet their academic targets/goals within the expected time period?

[Please include among items to be discussed live at the Consultation]

**MEETING NOTES:**

**COMMENTS:**

There are six Manhattan schools in the renewal program. They are being overseen using the same metrics as they were previously. Many of the schools are on their way to or are past expectations. We do not take school closings lightly. There are four Manhattan schools in the RISE program and they are being assisted by field offices. It is difficult to calculate the investments that these schools receive.

**FOLLOW-UP:**

**AGENDA ITEM 20 : Renewal School Class Sizes**

Please provide an update on class sizes at Manhattan Renewal Schools for the last two years for which data is available:

- what schools have experienced a reduction in class sizes?
- what schools have experienced an increase in class sizes?

What funding would be required to meet the stated goal of reducing class sizes in Renewal Schools?

Is there any impediment other than funding to achieve the result of smaller class sizes at Renewal Schools? Is reducing class sizes at Renewal Schools still a priority?

[Given limited time at Consultation, we expect to rely on written responses to this item]

**MEETING NOTES:**

**COMMENTS:**

**FOLLOW-UP:**

**AGENDA ITEM 21 : 3-K**

Please discuss the implementation of 3-K in Manhattan including:

- the anticipated or budgeted capital needs to create or rehabilitate space in existing schools, leased space, space in non-DoE/SCA facilities, or new construction;
- the anticipated or budgeted expense needs for teachers and administrators within the DoE;
- the anticipate or budgeted expense for third-party providers of 3-K program.

How many additional 3-K seats will be added in Manhattan (by Community District, Community School District, neighborhood or other geographic reference)?

What funding is needed to fully implement 3-K in Manhattan? When is that full implementation anticipated?

What funding is in place to eliminate the disparity in compensation for teachers at non-profit 3-K service providers versus DOE teachers?

[Given limited time at Consultation, we expect to rely on written responses to this item]

**MEETING NOTES:**

**COMMENTS:**

**FOLLOW-UP:**

**AGENDA ITEM 22 : Impact of Decreased Enrollment on Staffing**

How is decreasing enrollment affecting staffing (teachers, paraprofessionals, administration, support staff, maintenance)?

- Are teachers being excessed as a result of decreased enrollment?
- Is funding being cut or redirected from arts, science or other curriculum areas as a result of decreased enrollment?
- Is decreasing enrollment and resulting staff reductions affecting class size?

What funding would be required to maintain class sizes and staffing levels at least at their current levels?

[Please include among items to be discussed live at the Consultation]

**MEETING NOTES:**

**COMMENTS:**

Principals manage their own budgets. They can make staffing and programmatic decisions on their own. However, superintendents work to prevent instances in which under-enrollment so drastically impacts programming that it continues a downward enrollment trend.

Deputy Chancellor believes in the need for social workers and guidance counselors. There is a new dedicated division for school climate. It would not hurt for CBs to continue their advocacy for social workers in schools.

**FOLLOW-UP:**

**AGENDA ITEM 23 : 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.

Is all necessary funding in place for each such type of remediation? What additional funding or resources would be required to complete this work?

[Given limited time at Consultation, we expect to rely on written responses to this item]

**MEETING NOTES:**

**COMMENTS:**

**FOLLOW-UP:**

## **AGENDA ITEM 24 : Role of Tech Accessibility in Renovation and Construction Decisions**

Is the availability of access to technology, including WiFi or dedicated wired internet access, considered in connection with decisions to renovate or build new school facilities?

-- What funding is available for professional development relating to the accessibility and ability to make curriculum use of technology resources?

[Please include among items to be discussed live at the Consultation]

### **MEETING NOTES:**

#### **COMMENTS:**

#### **FOLLOW-UP:**

SCA works with DoITT on this. WiFi and renovation are on separate tracks.

## **AGENDA ITEM 25 : Homeless Students in Hotel Shelters**

Hotel shelters often do not have the same services available as traditional shelters. The gap in services and screening for such services often affects the ability of the homeless student to learn and participate in school activities, and can have an impact on the greater school learning environment which the schools are then called upon to solve.

What programs or resources are available to support the unique needs of students in hotel shelters?

How are DoE and DHS coordinating efforts to address these needs?

What funding would be required to ensure that students housed in hotel shelters received the support they need, whether in school or through another service delivery option?

[Please include among items to be discussed live at the Consultation]

### **MEETING NOTES:**

#### **COMMENTS:**

DOE has assigned staff to work with families in commercial shelters. These students are covered under McKinney Vento. We share data on attendance with DHS. We believe the Bridging the Gap social workers program works. It comes from Central Support Funds.

#### **FOLLOW-UP:**

## **AGENDA ITEM 26 : Computer-based Standardized Testing**

Will computer-based standardized testing be a budgetary concern in the coming fiscal years?

-- How will this trend affect the DoE budget?

-- Will the implementation of computer-based testing require reductions in funding available for other programs or activities? If so, please identify with reference to specific curriculum items or programs and resources.

[Please include among items to be discussed live at the Consultation]

**MEETING NOTES:**

**COMMENTS:**

**FOLLOW-UP:**

**AGENDA ITEM 27 : Special Education Compliance**

Have special education costs related to compliance issues risen?

How have issues related to special education compliance affected the budgets of schools, Districts and the DoE overall?

What funding is needed to ensure that compliance does not require reallocation of funds or resources away from delivery of services to students?

[Please include among items to be discussed live at the Consultation]

**MEETING NOTES:**

**COMMENTS:**

**FOLLOW-UP:**

**AGENDA ITEM 28 : Physical Education**

What funding would be required to insure that every student has access to meaningful physical education or movement as part of the day (i.e. not as afterschool):

-- once per week?

-- twice per week?

What are the unmet funding needs for materials, resources, or outside programming to supplement or enrich physical education?

What role does recess play in providing physical exercise or movement?

-- are outside partnerships used to offset the budget impact of active recess or physical education?

[Given limited time at Consultation, we expect to rely on written responses to this item]

**MEETING NOTES:**

**COMMENTS:**

**FOLLOW-UP:**

## **AGENDA ITEM 29 : SHSAT**

What is the expected process relating to the proposal to replace the Specialized High School Admissions Test?

How will that process affect funding and resources available to schools in FY19 and FY20?

-- Will resources and funding for SHSAT preparation be redirected to different schools or communities?

[Given limited time at Consultation, we expect to rely on written responses to this item]

### **MEETING NOTES:**

**COMMENTS:**

**FOLLOW-UP:**

## **AGENDA ITEM 30 : Common Core and Next Gen**

How will replacement of Common Core standards and the rollout of Next Gen standards in FY 19 and FY20 affect budgets and curriculum?

-- What budget concerns are associated with Next Gen standards?

[Please include among items to be discussed live at the Consultation]

### **MEETING NOTES:**

**COMMENTS:**

**FOLLOW-UP:**

## **AGENDA ITEM 31 : Immigration Impacts**

What funding is needed, and what programs or resources are required, to meet the unique needs of students forcibly separated from their families as a result of immigration enforcement?

-- Are programs and resources available to students who are recent immigrants sufficient to meet these needs?

-- Are existing programs to serve the needs of students who are recent immigrants adequately funded?

What additional funding is required to meet these needs?

[Please include among items to be discussed live at the Consultation]

### **MEETING NOTES:**

**COMMENTS:**

**FOLLOW-UP:**

## **AGENDA ITEM 32 : Implicit Bias Training**

Please update us on the roll-out of implicit bias training by District. The response from educators has been overwhelmingly positive.

-- What categories of staff members in Manhattan have received the training? Who is slated to receive the training in FY19?

-- What funding is needed to complete the rollout of this program? Would additional funding accelerate the completion of the rollout of this training?

[Please include among items to be discussed live at the Consultation]

### **MEETING NOTES:**

#### **COMMENTS:**

#### **FOLLOW-UP:**

### **ADDITIONAL NOTES:**

SCA is resorting more and more to public private partnerships to construct school seats. SCA cannot replace existing schools, we rehab them. Our criteria is need. We have demographic experts generate population projections. We look at births, school registry, Census data, co-hort retention, (enrollment dips), private and city-sponsored rezonings. We do our best to look 5 to 10 years ahead to see if districts need more seats. We do not look at specific schools. We cannot build new schools because one school is successful. ECF looks to see if they have property that can be developed and include new schools. Our 5 year capital plan is online. If you are looking about specific buildings and schools, check the building utilization report. DOE District Planning can give you classroom by classroom data. The new SCA capital plan is coming out in November. Susan Stetzer if there are unfunded needs, can we call you? Yes.

## **OMB / Manhattan CB Questions & Responses**

**September 20, 2018**

- 1) There has been an overall Citywide decrease in children under 18 even though some districts are seeing an increase. How is this impacting DOE planning for the net 5 years for both capital funding and for staffing?

***The SCA utilizes professional service from a well-established demographic consultant to perform enrollment projection every year based on the latest information available including enrollment numbers. The latest trend in enrollment will be captured in the updated projections. And every year the updated enrollment projection is reviewed with other information for the Capital Plan.***

- 2) Please share the algorithm or process by which DoE and SCA project capacity needs based on changes in population due to factors such as overall population trends, new residential construction, and the like.

***We estimate the impact generated from projected new housing by using future housing start information provided by Department of Buildings, Department of Housing Preservation & Development, and Department of City Planning.***

- 3) Please discuss criteria other than estimated population growth or decline when siting new schools. Is condition and age of existing facility and accessibility taken into account? How is new residential development factored in?

***We then compare the projection and the projected growth from future housing with the existing capacity as well as the capacity projects that are in the works. Compare the total projected demand with the total supply of seats will provide information on seat need.***

- 4) What are the budget implications for the anticipated change in the school-age population?

***While the NYC Public School enrollment showed a slight decrease system wide, we still have districts and neighborhoods experiencing existing overcrowding and increasing projected enrollment. DOE?***

- 5) Last year we asked for a list of schools in Manhattan projected to be at or above 90% of Blue Book capacity for the school year 2017-18, but it was not yet available. Please provide that list for the 2017-18 school year, and also provide any current estimates for schools expected to be at or above Blue Book capacity in the 2018-19 school year.

***17-18 Blue Book is not yet available. DOE would provide utilization***

- 6) What funding would be required to ensure that, apart from one-year aberrations, no Manhattan school would be at more than 100% capacity?

***This is not necessarily a question of funding. Need for schools is ascertained on a District and Sub district level. Having some schools in a District that are over capacity will not necessarily call for building new facilities***

7) Please identify by location, District and type of school:

(a) all new seats currently under construction in Manhattan;

|                        |           |                                    |                  |
|------------------------|-----------|------------------------------------|------------------|
| <b>M 444 Pre-K 606</b> | <b>D2</b> | <b>West 57<sup>th</sup> Street</b> | <b>72 Seats</b>  |
| <b>M 471 Pre-K</b>     | <b>D2</b> | <b>East 76<sup>th</sup> Street</b> | <b>180 Seats</b> |

(b) All new seats in the design or planning process for Manhattan (exclusive of re-purposing existing seats for a different grade or school offering).

|                                  |           |                                    |                  |
|----------------------------------|-----------|------------------------------------|------------------|
| <b>PS/IS @ Western Railyards</b> | <b>D2</b> | <b>West 30<sup>th</sup> Street</b> | <b>766 Seats</b> |
| <b>PS 464</b>                    | <b>D2</b> | <b>28-42 Trinity place</b>         | <b>450 Seats</b> |
| <b>M493 PS @ Hudson Square</b>   | <b>D2</b> | <b>2 Hudson Square</b>             | <b>462 Seats</b> |
| <b>M634 NY Harbor School</b>     | <b>D2</b> | <b>555 Short Ave</b>               | <b>262 Seats</b> |

**(a) & (b) the above information on the new Manhattan school projects in process (design and construction), please refer to the February 2018 FY2015-2019 Capital Plan which is posted on the SCA website. <http://www.nycsca.org/Community/Capital-Plan-Reports-Data#Capital-Plan-67>**

8) Please identify the funding for each such project.

**The Capital plan.**

**<http://www.nycsca.org/Community/Capital-Plan-Reports-Data#Capital-Plan-67>**

9) Please identify any public-private partnerships in place in connection with any new construction or renovation project for a traditional public school in Manhattan, and describe the nature of the support and resources provided by the private partner (e.g. financial contribution, in-kind resources, staff, etc.).

**Several new school projects in Manhattan are a result of collaboration with private developers, including P.S./I.S. @ Western Railyards, P.S. @ Hudson Square and The Riverside School, Trinity Place.**

10) Please provide a list of classrooms (by school and District) that in the 2017-18 school year were above the contractual class size limit, whether or not there was any grievance or administrative procedure associated with it.

**DOE**

11) Please indicate whether the same class sizes are anticipated for those schools in the 2018-19 school year.

**DOE**

12) What funding would be required to eliminate all class sizes over the contractual limit?

**DOE**



13) Please provide a list of schools in Manhattan that for the last 5 years have been below 80% of Blue Book Capacity.

**This information is available at;**

**<http://www.nycsca.org/Community/Capital-Plan-Reports-Data#Enrollment-Capacity-Utilization-69>**

14) Please indicate which of those under-enrolled schools are co-located with one or more Charter Schools.

***This information is available at;***

**<http://www.nycsca.org/Community/Capital-Plan-Reports-Data#Enrollment-Capacity-Utilization-69>**