

DRAFT: Essex Crossing School Position Paper

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I. Executive Summary

Essex Crossing is a 1.65 million square-foot development on the Lower East Side of Manhattan inside Manhattan Community District 3 (CD 3) that will transform the Seward Park Mixed-Use Development Project site into a space with a mix of residential, retail, office, community, cultural, and open space uses. Anchored by 1,000 units of residential housing, Essex Crossing will create 500 units of market-rate housing and 500 units of permanently affordable housing for low-, moderate-, and middle-income households, and senior citizens. The development will also contain facilities for multi-generational learning, urban gardening, a technology incubator, and an arts space. On the development will be land, known as “Site 5,” set aside for a school, but no school construction is currently planned. Manhattan Community Board 3 (CB3), which represents CD 3, believes strongly that New York City must construct a state-of-the-art pre-kindergarten to eighth grade school on this site immediately and not waste this opportunity.

The New York City School Construction Authority (the SCA), which determines the need for additional school facilities in a district, takes the position that a new school is not necessary around Essex Crossing. However, by its own calculations New York City projects that elementary schools around the project site will be overcrowded by the year 2022 even without the addition of the 1,000 new units in Essex Crossing. In addition, the school capacity analysis the SCA used to make its determination does not align with the anecdotal assessment by local principals of the limitations on their schools

The magnitude of the overcrowding problem cannot be fully captured in calculations that rely primarily on births, deaths, and migration patterns. An increase in the percentage of in-district school enrollment of children residing in Community School District 1 (CSD 1) and Community School District (CSD 2), the two school districts in which Essex Crossing will be located, is causing additional overcrowding not captured by census data. Although two new school buildings are planned for CSD 2, the

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increasing demand for school seats caused by population growth in other parts of CSD 2, such as south of Canal Street, will outpace new construction, leaving educational needs unmet for both CSD 1 and CSD 2.

In addition, census data does not capture the inadequacy of the current infrastructure of CSD 1 schools to meet the needs students. Eighty-five percent of CSD 1 schools are now co-located with other schools (including several charter schools), which has made schools more crowded and reduced student access to facilities like cafeterias, gymnasiums, and auditoriums. Further, many CSD 1 school buildings are more than 100 years old and lack essential facilities such as science labs, libraries, art and music rooms, kitchens in which food can be cooked, and gymnasiums. Although there is a Department of Education (the DOE) focus on, and community preference for, Science, Technology, Engineering, Arts, and Math (STEAM/STEM) curricula, the district's school buildings do not meet the requirements for these subjects. In addition, no new buildings have been constructed in CSD 1 since 1975 – over 15 years prior to the passage of the Americans with Disabilities Act – and most schools are inaccessible or only partially (first-floor) accessible, severely limiting the ability to meet federal mandates and New York City policy promoting inclusion for students with disabilities.

Given the current pressure on both CSD 1 and CSD 2 facilities, a modern school at Essex Crossing is urgently needed. The combined population of Essex Crossing and other new projects around the site will overwhelm the capacity of existing community schools well before 2022. Recent initiatives to increase pre-kindergarten, charter schools, and after-school programs throughout the City will also result in the need for more space. A new school at Essex Crossing will not only help alleviate overcrowding, but will also address the projected enrollment growth, meet the needs of particular student populations (such as English Language Learners and special education students), ensure compliance with state-mandated arts and physical education requirements, and provide appropriate class sizes for all students.

Following a year-long effort to gather and analyze data regarding the community, demographic

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trends, unmet educational needs, and opportunities for the project site, CB 3 makes the following recommendations:

- **New York City should construct a new fully accessible public school at Essex Crossing Site 5 to serve pre-kindergarten through eight grade with state-of-the-art educational facilities.**
- **This new school should contain space where community-based organizations (CBOs) can provide after-school programming.**
- **A new school should conform to local and national pedagogical efforts and synergize with other projects planned for Essex Crossing, including multi-generational learning, urban gardening, a technology incubator, and an arts space.**

II. Introduction

On October 11, 2012, the New York City Council unanimously approved the Seward Park Mixed-Use Development Project (SPMUDP), a plan to completely develop the Seward Park Extension Urban Renewal Area (SPURA).¹ The Essex Crossing development project on the Lower East Side of Manhattan is a 1.65 million square-foot development that will consist of a mix of residential, retail, office, community, cultural, and open space uses. Anchored by 1,000 units of residential housing, 50 percent will be market rate housing and the other 50 percent will be permanently affordable housing for low-, moderate-, and middle-income households, and senior citizens New York City Economic Development Corporation, Seward Park Mixed Use Development Project – Overview (2014). Retrieved from <http://www.nycedc.com/project/seward-park-mixed-use-development-project>

The approval culminated a four-year effort led by CB 3, to solidify community consensus on the SPMUDP plan after fifty-five years of acrimonious discord. This effort was a transparent, inclusive, and methodical four-phase process that led to a unanimous vote by CB 3 on May 22, 2012 to approve the SPMUDP plan “with conditions.” One of the conditions was to reserve space for a Pre-Kindergarten through 8th grade public school serving CSD 1 and CSD 2. While the school site falls within CSD 2, CB

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3's conditional approval calls for the school to both districts because the project area abuts CSD 1 and is overwhelmingly surrounded by a CSD 1 population. The City of New York Office of the Mayor. (2012). *Technical Memorandum for the Seward Park Mixed-Use Development Project Final Generic Environmental Impact Statement*, Figure 4-1 (CEQR Number 11DME012M). New York, NY (hereinafter, the FGEIS). Space for the school has been reserved on Site 5 until 2024.

Before the City Council approval of the plan in October 2012, the inclusion of a school was an important part of CB 3's testimony at both the New York City Department of City Planning (the DCP) and the New York City Council Uniform Land Use Review Procedure hearings. CB 3 submitted a statement that outlined the need for a school to be built within the first phase of development, well before the completion of all 1,000 housing units.

In April, 2013, CB 3's Human Services Committee drafted a work plan to develop quantitative and qualitative data that would demonstrate the time-urgent need for a school on the SPMUDP site. The results from the implementation of the work plan are the basis of this position paper.

This paper proceeds in three parts. The next section describes the methodologies employed by CB 3 to collect and analyze data from a variety of sources. The paper then discusses key findings emerging from the data related to demographic and enrollment trends, as well as existing school spaces and unmet educational needs. Following a summary of design principles for a new school generated by the community engagement lab of Community Education Council 1 (CEC 1), which reviews zoning lines and education programs in CSD 1, the paper concludes with a discussion of CB 3's recommendations for a new school at Essex Crossing.

III. Methodology

CB 3 analyzed both quantitative and qualitative data, which can be found in the appendix accompanying this paper, and employed a number of methodologies in determining this paper's findings

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and developing recommendations, such as:

- Reviewing publicly available data from city, state, and federal agencies, including the DOE and SCA, the U.S. Census Bureau and the DCP to understand general population demographics, school enrollment patterns, school capacity changes, and school-age population changes;
- Working with a demographer to study potential population changes occurring within CD 3 over the next fifteen years and how this population has been using and may use schools located in CD 3 in the future. Overall population and land use changes occurring in the district were taken into account, including the impacts of proposals such as a possible New York City Housing Authority (NYCHA) infill development and the Chinatown Working Group's (CWG) rezoning plan.
- Obtaining feedback in a CB 3 Health and Human Services Committee meeting with community-based organizations in order to understand facility programming needs that could be addressed by building a new school;
- Using data from an anonymous on-line survey of school principals of school within CD 3, conducted in collaboration with CEC 1 immediately prior to the 2013-2014 school year, to learn more about school space constraints and capacity to students' needs;
- Studying the history of schools and education reform in CD 3 to ascertain how many seats and spaces have been lost or combined, or are now shared, including data on local charter school enrollment; and
- Receiving qualitative input and on-the-ground insight regarding the model for a new school from parents and teachers during CEC 1's Community Engagement Lab, conducted in January 2014.

While CB 3 recognizes the inherent difficulties associated with this endeavor, it has worked with various community groups and experts over the past four years to gather and explore an extensive body of

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relevant data. As such, CB 3 is confident, based on the evidence, that a school is necessary in Essex Crossing.

IV. Analysis and Key Findings

A. Impact of Land Use and Residential Development

i. FGEIS Data Demonstrates the Need for a New School

The development of Essex Crossing and other ongoing or pending land use decisions and residential developments around CD 3 will increase the need for additional school seats. The FGEIS states that the project will generate approximately 108 elementary school students and 36 intermediate school students in the study area by 2022, and therefore the project's impact on the surrounding areas school utilization rate does not exceed the threshold necessary for New York City to find a "significant adverse impact" necessitating a new school. Appendix III, Figure 1.

Even using these numbers, based on current DOE utilization rates, the FGEIS found that the elementary schools in all three sub-districts around the SPMUDP site, CSD 1 Sub-Districts 1 and 2, and CSD 2 Sub-District 1, *id.* Figure 2, will have elementary schools exceeding capacity by 1,764 seats by the year 2022, regardless of the project and by 1,882 seats with the project. *Id.* Figures 4 and 5. Moreover, Department of Building (DOB) data and other research shows that increased residential development and population growth will create a greater demand for public school seats in the near future. Figures 6 and 7.

ii. SCA Underestimates Population Burden on CSD 1

The SCA has historically underestimated the number of new housing units in the community districts and projections for future growth continue this troubling pattern. Based on DOB data for 2013,

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the SCA underestimated the number of new housing units that were added in CSD 1. DOB data for new residential building permits show that between 2009 and 2013, 1,908 new units were added in CD 3.

Figure 5. This exceeded SCA estimates for CSD 1 by more than 300 units, or eighteen percent. In its

2012-2016 Enrollment Projections, SCA estimates 863 new housing units will be constructed in CSD 1.

Figure 5. Yet, in 2013 alone the DOB reported that 211 additional dwelling units were constructed, Figure 6, which is 18% more than the SCA's estimate. Because of these underestimations, the SCA has wrongly determined that a school in Essex Crossing is not necessary.

The SCA's enrollment projection reports are flawed because they do not take into account new residential developments being planned. While City Environmental Quality Review (CEQR) procedures compensate by including SCA Capital Planning Division data on new residential development and new school projects in their analysis of future enrollment and school utilization, *see* FGEIS, the SCA housing projections in the SPMUDP utilize out-of-date 2000 Census data. The projected new housing starts have not been updated for the FY 2015 - 2019 capital plan.

C. Local school enrollment trends

Enrollment in CSD 1 and CSD 2 schools has been rising, and this trend is projected to continue. In the 2010-2011 school year, the percentage of resident children enrolled in a local school in CSD 1 was 84 percent, significantly higher than the city-wide percentage of 75 percent. Grier Report. Furthermore, overall enrollment rose in 13 of the city's 32 community school districts in 2011, including CSD 1 and CSD 2.*Id.*

Although the number of school-age children living in CSD 1 has declined, Appendix 6, there has been a *rise* in the number of students living in CSD 1 that attend CSD 1 schools. This is due to a higher "uptake" in CSD 1 schools. In 2010, 84 percent of students ages 5-13 living in CSD 1 were attending a

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CSD 1 school, up from 61 percent in 2000. The increase in uptake more than countered the impact of the decreased school age population. Accordingly, some 287 more CSD 1 students attended CSD 1 schools in 2010 than in 2000, despite almost 3,000 fewer students in CSD 1. George M. Janes & Associates and CEC 1. *Community School District 1: A Study of Assignment Policy Effects*. (2013). WXY / Youth Studies Inc..

Enrollment projections by the Grier Report show continued growth. According to the Grier Report, student enrollment in CSD 1 will rise nearly 15 percent in the five years from 2011 to 2016 and almost 11 percent between 2011 and 2021. *Id.* 10-12. In the ten school year between School Years 2008 and 2019, enrollment in CSD 1 is expected to expand by over 1600 students. Additionally, CSD 2 enrollment is projected to rise by over 11 percent from 2011 to 2016.

Although there are two new school buildings in lower Manhattan, the demand for school seats outlined above will still not be satisfied.

The FGEIS states that the three sub-districts overlapping with Essex Crossing, CSD 1 Sub-Districts 1 and 2 and CSD 2 Sub-District 2, will be overcrowded by 2022. FGEIS, Table 4-4, pg. 4-8. According to the FGEIS, the first new school, PS/IS 397, also known as the Spruce Street School, an elementary and middle school in CSD 2 Sub-District 1, will provide additional capacity for the Lower Manhattan area of CSD 2 and address need in CSD 2's Sub-District 2. However, the added capacity does not figure in the FGEIS analysis for SPURA .

The second new school facility, PS 343, an elementary school scheduled to open in 2015 at Peck Slip to address need in both CSD 2 sub-districts 1 and 2 is included in the EDC's quantitative analysis. Beginning in 2012, PS 343 incubated kindergarten classes in a nearby location and will phase-in in one grade per year until reaching its full capacity of 712 seats in the new facility.

Moreover, according to Community Board 1 (CB1) and CEC2, the 2015-19 DOE Capital Plan does not include sufficient capacity in Community District 1 south of Canal Street to meet a projected

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need of 1,000 additional elementary school seats. The plan offers just under 500 seats, north of Canal Street, while the fastest growing neighborhoods are south of Canal Street in the southern end of CSD 2 in the Financial District and Seaport areas.

Evidence of insufficient capacity in these neighborhoods is already apparent. PS/IS 397 has been exceeding the planned design capacity of the building by taking in more kindergarten classes—three sections rather than two sections—and jeopardizing the very existence of middle grades down the road. PS 343 is currently incubating two sections on a grade, increasing to five sections in 2015. Thus the additional capacity of the new building will be fully absorbed by the projected population growth in the Financial District. Indeed, the two schools will not meet the existing needs in CSD 2, let alone the demands generated by Essex Crossing.

As discussed in more detail in Appendix 1, both the history of CSD 1 as an unzoned district and the population boom occurring throughout CSD 2, contribute to unique population and land use changes and impact school enrollments and demand for seats.

Since development-influenced in-migration historically has had a bigger impact on CD 3 population growth than “natural” increase (*i.e.*, births minus deaths), the CD 3 population as a whole is expected to increase into 2030. *See* Appendix 6. The addition of Essex Crossing and other new development projects in the future can compound these effects and will only increase the demand for additional classroom seat. Other factors that will impact the enrollments, capacity, and utilization of schools in CD 3 and throughout the city include Mayor de Blasio’s policy changes regarding universal pre-kindergarten and charter schools.

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D. Existing School Space

i. Growing Class Sizes, Inadequate Facilities, and Over-Crowding

CSD 1 has seen a 26 percent increase in class sizes since 2002, with kindergarten to grade three increasing six years in a row. Grades 4-8 have increased by 11 percent since 2007. [Class Size Matters Report]. The number of children under five years old grew 6% between 2000 and 2009. American Community Survey. Retrieved at www.census.gov. This growth largely explains the recent increases in the lower grades. Policies such as enrollment caps did not necessarily help schools achieve ideal class size. Eleven principals who responded to a recent on-line anonymous survey conducted by CEC 1 reported they had no enrollment cap or had an enrollment cap that did not prevent overcrowding. See Appendix 7 for responses to questions of average, largest, and ideal class size.

When surveyed, principals reported overcrowding, a lack of mandatory common-use spaces and an erosion of their classroom space that runs counter to DOE and SCA purported statistics. Principals responding to the fundamental question of utilization (the DOE's measurement of whether a school can accommodate more students) stated that the official utilization rate for their own school was inaccurate and that their school was over-crowded. Six principals reported that space had been taken away from their school in recent years, mitigated in only three instances by a proportional decline in the schools' capacity rating. This lack of space has made it difficult to comply with educational requirements. As one principal wrote in the survey, overcrowding and a lack of facilities has resulted "*in the inability to meet state and city mandates for physical education.*" This anecdotal information runs counter to the DOE and SCA assertions that CSD 1 enrollment increased by only 74 students between 2010 and 2012.

Further, the SCA reports adding between 840 and 1000 seats to CSD 1's capacity by retrofitting existing space to create additional classrooms. However, several principals reported having one or more

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classrooms appropriated for other uses such as storage, spaces for parent meetings, community-based organizations, school-based support teams, after-school programs, college advisement and guidance services, Individualized Education Plan services, occupational/physical therapy and work rooms for teachers. Of the respondents, nine schools have lost four classrooms each to these uses, three schools had lost three classrooms each, and another eight schools had lost one or two classrooms each to one of these uses, for a total of over fifty-three classrooms or the equivalent of more than two school buildings. This anecdotal information undermines the DOE and SCA assertions that it is constructing classrooms by retrofitting spaces, while classrooms are being used for other services.

Sixty-eight percent of principals reported that their school does not have an auditorium or shares their auditorium with other schools or programs in the building. Of those schools with an auditorium, nearly half (48.3 percent) have auditoriums that are not large enough to accommodate all their students at one time. Nearly 60 percent of principals reported lacking access to a school library. To compensate, one principal reported having libraries in each classroom and another stated that parents volunteered as librarians. Several principals reported cafeteria spaces are located either in the basement, a lobby, a multi-purpose space, or on high floors (5th floor). Students at 19 schools (of 32 responders) had two periods or less of gym class per week. Students at 11 schools had only one period per week of gym class. Ten playgrounds are joint-operated parks and, of these, two are not maintained. While 83 percent of principals (30 responders) reported having a private office, many said there was a lack of dedicated office space for key staff. Separately, principals identified instances where speech and occupational therapists, social workers, guidance counselors, and other staff lacked a private space to meet with students.

Overall, principals reported that a wide variety of cluster/enrichment spaces such as auditoriums, gyms, libraries, computer/technology/science rooms, art/music/drama/dance rooms, social work/counseling spaces, parent room, faculty lounges, and storage space were often lost and or

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inappropriately converted into classrooms for primary academic instruction.

ii. Co-location

Twenty of the twenty-eight principals who answered the on-line survey cited lack of space due to co-location as a barrier to achieving ideal class size. Currently close to 85 percent of CSD 1 schools share a building with one or more schools. A majority of the principals reported that their school shares the building with at least one other school or program. Seven principals reported the addition of schools or programs to their buildings in the last year. While this has expanded both the types and number of programs families can choose from, it has resulted in larger class sizes, more overcrowding, diminished after-school programming (often operated by community-based organizations (“CBOs”), less health and dental care services, fewer rooms dedicated to arts, enrichment, intervention and support, less efficient use of space, the duplication of administrative and other functions, and resources diverted from instruction and put into scheduling and programming.

While many co-locations involve district schools only, several co-locations involve district schools and charter schools. Three charter elementary schools (Grades K-5) and one charter middle school (Grades 6-8) are co-located in CSD 1 school buildings. There is an additional charter middle school in private space in CSD 1. In School Year 2011-12, 747 students were enrolled in charter schools in CSD 1, up from 436 students in School Year 2008-09, a 71 percent increase in three years.

iii. English Language Learners

In 2011-2012, 17 percent of students (3,147) enrolled in the public schools within CD 3 were English Language Learners (ELLs). Of this group, 60.7 percent were enrolled in elementary school and 39.3 percent were enrolled in high school or middle school. In a CEC 1 survey of school principals, less than half (11 of 29) reported having dedicated ELL classrooms. The percent of students classified as ELL

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in those schools without dedicated ELL classrooms ranged from 1 percent to 28percent.

ELL's face significant challenges in school learning a new language while mastering course content and meeting state standards. A 2008 study commissioned by the New York Immigration Coalition found that ELLs can succeed and be ready for college and career need with programs that provide individual attention and opportunities to learn at their own pace. Smaller class sizes (15 students or less), extended learning time, extra tutoring, and access to computers and technology during school time are important features of such programs. (Rice and Lopez, 2008). This requires greater use of existing school buildings as well as additional new space.

iv. Special Education

Twenty-eight percent of students in CSD 1 have some form of an IEP (Individualized Education Plan), indicating they require special services, therapies, or accommodations (such as in-school and after-school therapy services). Although some of these IEPs mandate classes of a specific size and configuration (e.g., small self-contained (SC) classes consisting of 12 children and a teacher certified in special education) and special education reforms now being phased-in guarantee students with disabilities full access to neighborhood schools regardless of IEP status, schools very often cannot meet the requirements of each IEP. A consequence is that fewer students are placed in small self-contained classes, according to their need, and are instead placed in Integrated Co-Teaching (ICT, and, formerly, Collaborative Team Teaching, or CTT) classes, where a general education and a special education teacher lead classes with a mix of general education students and students with disabilities, at the maximum allowable number of students. Some students with disabilities are placed in general education classes, as even ICT classes are not available in all schools for all grades.

Citywide, according to data published on the DOE website, the number of elementary school

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children in SC classes declined from 5,022 in School Year 2011-12 to 3,603 in School Year 2013-14. The number of middle school children in those classes declined from 5,575 to 3,713 in the same period. High school students assigned to classes with 15 students and one teacher declined from 8,527 to 5,418, according to the DOE's Periodic Attendance Reporting Statistical Summaries. The Office of Portfolio Planning provided 2010-2011 and 2011-2012 available estimates for 25 CSD 1 schools (last and current year comparable projections have not yet been made available to CEC 1), which illustrate these same trends. For the 2010-11 school year, these schools were projected to have 83 I or CCT classes, with 603 CTT students, and 51 SC classes, with 429 students. For the 2011-12 school year, these schools were projected to have 94 CTT classes, with 886 CTT students, and 49 SC classes, with 499 SC students. Overall, the percentage of students in CSD 1 with an IEP continues to rise, yet space constraints, insufficient enrollment for that type of classroom, and a resulting lack of resources for special education prevent District schools from accommodating individual IEP requirements.

Exacerbating the crisis, charter schools continue to under-serve students with special needs (attracting just 25 special education students in 2008, and losing 80 percent of them within three years, according to a report by the New York City Independent Budget Office, retrieved at <http://www.ibo.nyc.ny.us/iboreports/2014attritioncharterpublic.pdf>, concentrating high needs students in the available public schools. Additionally, the Grier Report, an enrollment trends study produced for the SCA, projects that special education student enrollment will increase steadily every year for the next 10 years, with the largest growth occurring in the later part of the period. Schools with high needs students require rooms for pull-out services, small group instruction and support, as well as counseling and therapies such as Occupational Therapy and Physical Therapy, which, as noted above, are already unavailable in many CSD 1 schools due to over-crowding and co-location.

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v. Accessibility

Given the DOE's recently implemented inclusion initiative, there is a critical need to build schools according to universal design principles. In the CEC 1 survey of school principals, 65.5 percent (19 of 29) of principals reported that their schools were not or were only partially ADA compliant. See appendix XX for more details.

Not since 1975 has a school been built in CSD 1, a full 15 years before the Americans with Disabilities Act was passed. This legislation, along with new federal, state, and city mandates, impose stricter requirements for accessibility in all new construction. Not surprisingly, given the age of its school buildings, an analysis of the District's schools revealed that CSD 1 is severely limited in its inventory of accessible schools, particularly at the middle school level. For example, only four general education (non-District 75) public schools with elementary grades are considered to be accessible; two of these schools are located in the same building and a third school is a dual-language program. Only one middle school is accessible and open to all students. The dual-language K-8 program offers few, if any, opportunities to enter at the middle school level. Appendix 3. A fully accessible school building would allow students with and without disabilities to fully participate in classroom and after-school activities side-by-side, provide parents with disabilities the opportunity to fully immerse themselves in their child's education, and expand employment options for school personnel with disabilities.

vi. The Importance of Qualitative Data in Analyzing the Need for a School

The facts and data discussed above paint a different and more complete picture than that presented by the DOE's Capital Plan and the SCA's ("SCA") Enrollment, Capacity & Utilization Report (the "Bluebook"). As the quantitative and qualitative analysis of this paper shows, the needs of CD 3 cannot be

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captured by statistics alone. Qualitative data reflecting the day-to-day realities and experiences of our educators, students and parents and show:

- Co-locations and combined uses of space (e.g. gymatoriums) have left our schools without dedicated space for the arts, physical education, parent involvement, special needs students, ELLs and other critical activities and services;
- Space previously dedicated to such activities or services has been converted to classroom space, in order to maintain “acceptable” classroom size, while negatively impacting the ability of our children to receive the well-rounded educational experiences they need;
- CBOs are struggling to obtain and maintain physical access to school space for much-needed after school programming; and
- Contrary to findings in the other official reports, including the “Blue Book,” there is not enough school space in CD 3 to meet the current needs of the district's children and families.

V. Envisioning What a Community-Designed School on Essex Crossing Would Look Like

On January 11th, 2014, CEC 1 held an all-day Community Engagement Lab, which brought together a diverse group of participants from across the district to identify common understandings and the elements of a new school that would allow CSD 1 students to flourish academically, socially, emotionally, and physically. Participants attended learning sessions and generated over 100 ideas. These ideas were narrowed down to those that best represented the voice and vision of the group. Several basic building blocks or design principles emerged for a new school:

- **CONFIGURATION** - Establish a pre-K-8th grade Spanish dual language school, with tracks for general education and Dual Language, allowing for educational continuity for pre-K-8th and for

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additional sections for Middle School (6th grade) entry;

- **CURRICULUM AND PEDAGOGY** – Adopt a community model school, where the school and community are integral to each other. Provide the community with a sense of ownership, have the gym, parent center, and health clinics act as community hubs, and engage CBOs for after-school programming and other support. Partner with local organization, museums, and institutions to offer programs in school and via field trips;
- **INSTRUCTIONAL LEADERSHIP AT THE CORE** – Integrate the selection of the first instructional school leader early in the process of planning, designing, and building the new school. Select the school leader in a participatory and authentic process embodying community values. Have the school leader, key to the success of the school, insure that the building, instructional curriculum, teachers, and school community reflect community values;
- **MULTIDISCIPLINARY APPROACH** – Create opportunities throughout the year, at all grades, for multidisciplinary, integrated instruction across curriculum areas to increase the appeal to students with different learning styles and needs. Develop forward-thinking skills, such as STEM/STEAM, incorporating robotics and multidisciplinary arts, which will help foster critical reasoning abilities and help create future leaders. To meet the holistic needs of all children, make developmentally appropriate play an integral part of the curriculum at all grade levels and make social-emotional learning an integral part of the formal curriculum (such as a morning meeting/advisory session). Provide students with a real opportunity to influence school policy, direction, the curriculum, and the classroom;
- **ROLE OF THE TEACHING STAFF** – Support and cultivate master teachers. Provide teachers

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with an opportunity to develop professionally and have more say in budget allocations;

- **ALTERNATIVE, HOLISTIC EVALUATION** - Allow students to demonstrate their mastery of content through non-traditional evaluation (exhibits, portfolios, discussions, presentations, etc.) to build confidence and independence, value different learning styles, meaningfully integrate learning, and allow for a collaborative learning experience, which demonstrates deeper learning;
- **DESIGN ELEMENTS** – Design an architecturally sustainable school, with multipurpose spaces for learning and community use, that facilitates diversity and includes a gym, kitchen, art room, and library. Create a school garden, that will offer opportunities for programming, a connection to the school and curriculum, and a means of developing life and gardening skills, appreciating self-sufficiency and healthy eating, building community, and expanding artistic expression and environmental awareness; and
- **TECHNOLOGY NEEDS** - Provide technology resources for all students to use at home, not limiting homework that requires technology to those who can afford to have it at home. Instruct children in social and digital media literacy (both production and critique).

Twenty-one participants responded to a post-event survey. Most indicated that they wanted to continue collaborating with CEC 1 on these issues. Many reiterated that they wanted a controlled choice enrollment, a dual language Spanish K-8 program, and a leader to be identified early so that they can be part of the process. Most importantly, the community wants to be engaged in the process and valued the opportunity to learn more about the district and its history of commitment to diversity and to share their values and begin to envision a school.

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VII. Recommendations

Based on the analysis above, CB 3 recommends that New York City construct a new fully accessible public school at Essex Crossing Site 5 to serve pre-kindergarten through eight grade with state-of-the-art educational facilities. This recommendation is based on the fact that schools in both CSD 1 and 2 will soon be overcrowded, even without consideration for the housing units that will be built on the site, the fact that anecdotal information from principals indicates local schools are already overburdened and lack basic facilities for the district's children.

CB 3 also recommends this new school should contain space where CBOs can provide after-school programming in order to meet the needs of the community. And CB 3 recommends a new school should conform to local and national pedagogical efforts and synergize with other projects planned for Essex Crossing, including multi-generational learning, urban gardening, a technology incubator, and an arts space. CB 3 sees the new school as a gateway for district children to access these new resources.

VIII. Conclusion

The compromise that will enable the construction of Essex Crossing represents a community achievement on a scale rarely seen in New York City. For the development to be fully integrated into the fabric of CD 3, it must contain the facilities necessary for sustaining our community. As our quantitative and qualitative analysis demonstrates, a school is necessary. A failure to build one now will set our community behind educationally for a generation and destroy our opportunity to for our children to fully share in the success of our achievement.

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Appendices

Appendix 1 - Unique History of Community School District 1 and Enrollment Policy

Since 1989 District One has offered choice based enrollment rather than zones or catchments. Beginning in 1991 District One has offered an evolving Schools of Choice Admissions Policy based on the core values of:

1. **Equitable Access**
2. **Diversity**
3. **Schools as Learning Communities**
4. **Parental/Family Involvement**

Recognizing that there are several elementary schools within walking distance (1/4 mile) of almost all families in District One, the Community School Board did away with all school zoning within the District and created instead a “Schools of Choice” policy. This policy means that students’ families can choose to have their children attend any school in District One that best meets their child’s needs. For families who would prefer to send their children to a nearby school, District One offers at least one elementary school within a half-mile of every family in the district. However, students are not required to go to the school closest to home and every District One student has **Equitable Access** to every District One school.

For schools where more children apply than there are seats (oversubscribed schools) a lottery is held. Until 2007, this lottery allocated seats in the oversubscribed school equally between boys and girls and by race and ethnicity to reflect the demographics of the District (based on the U.S. Census). This policy assures **Diversity** and recognizes that children’s academic learning is enhanced, and their social and emotional development is strengthened, when they are able to learn in a diverse setting.

Also in the 1990’s, the Community School Board established all day Pre-Kindergarten programs in every District One school. District resources were committed to all day Pre-k programs because early education is a key to success and most families in the District had working parents. Educators and parents in the community viewed their **Schools as Learning Communities** investing in their children in the very early years and helping them from an early age understand the education values in such areas as cooperation, respect, conflict resolution and community that are unique to the education culture in each school.

Pre-K was made the point of admissions for District One Schools to strengthen our **Schools as Learning Communities**. In all schools, siblings were given priority in admissions. In this way whole families became part of our school communities and brought both continuity and experience to the parent body. **Parental/Family Involvement** is well recognized as another key to a successful school. For parents, the assurance that all their children would have the opportunity to attend encouraged them to invest time and energy into the school starting in Pre-K.

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The District One Schools of Choice Admissions policy, that ensured fair and **Equitable Access** to all schools regardless of economic status, race, ethnicity, gender or academic achievement; that promoted **Diversity**, strengthened our **Schools as Learning Communities** and encouraged **Parental/Family Involvement** was misinterpreted and dismantled by the Department of Education as part of the Children First reforms. In over-subscribed schools, rather than a lottery designed to assure **diversity**, a “race-neutral” lottery was instituted by the DOE’s Office of Student Enrollment. “Race-neutral” lotteries and policies have harmed diversity efforts in school communities across the US and have directly contributed to increased stratification by race, class and academic achievement in District One schools.

Appendix 2. Land Use and Development Change

Figure 1. Estimated Number of Students Introduced by the Project

Estimated Number of Students Introduced in the Study Areas: 2022 Future With the Proposed Actions

Study Area	Housing Units	Elementary Students	Intermediate Students
Sub-district 1 of CSD 1	74	9	3
Sub-district 2 of CSD 1	127	15	5
Sub-district 1 of CSD 2	699	84	28
Total	900	108	36

Sources: CEQR Technical Manual (January 2012 edition), Table 6-1a.

Source: New York City Office of the Deputy Mayor for Economic Development. (2012, August 10). In *Seward Park Mixed Use Development Project Final Generic Impact Statement* (Chapter 4: Community Facilities and Services). Retrieved from http://www.nyc.gov/html/oec/html/ceqr/11dme012M_dgeis.shtml

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Figure 2. Map of Public Elementary and Intermediate Schools Serving the Study Area and Current Over-Utilization



Source: New York City Office of the Deputy Mayor for Economic Development. (2012, August 10). In *Seward Park Mixed Use Development Project Final Generic Impact Statement* (Chapter 4: Community Facilities and Services). Retrieved from http://www.nyc.gov/html/oec/html/ceqr/11dme012M_dgeis.shtml

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Figure 3. Public Schools Serving the Project Sites, Enrollment and Capacity Data, (2010-2011 School Year)

Table 4-2
Public Schools Serving the Project Sites,
Enrollment and Capacity Data, 2010-2011 School Year

Map No.	Name	Address	Enrollment	Capacity	Available Seats	Utilization
Elementary Schools						
Sub-district 1 of CSD 1						
1	PS 110 Florence Nightingale School	285 Delancey St	435	484	49	90%
2	PS 134 Henrietta Szold School	293 E Broadway	371	413	42	90%
3	PS 137 John L. Bernstein School	327 Cherry St	232	247	15	94%
4	PS 184 Shuang Wen School (PS Component)	293 E Broadway	520	659	139	79%
Sub-district 1 of CSD 1 Total			1,558	1,803	245	86%
Sub-district 2 of CSD 1						
5	PS 20 Anna Silver School	166 Essex St	625	623	198	76%
6	PS 140 Nathan Straus School (PS Component)	123 Ridge St	209	330	121	63%
7	PS 142 Amalia Castro School	100 Attorney St	430	508	78	85%
8	New Explorations Science, Tech And Math School (PS Component)	111 Columbia St	631	635	4	99%
Sub-district 2 of CSD 1 Total			1,895	2,296	401	83%
Sub-district 1 of CSD 2						
9	PS 42 Benjamin Altman School	71 Hester St	610	709	-101	114%
10	PS 124 Yung Wing School	40 Division St	926	887	-39	104%
11	PS 130 Hernando DeSoto School	143 Baxter St	1,022	946	-76	108%
12	PS 1 Alfred E. Smith School	8 Henry St	544	720	176	76%
13	PS 126 Jacob August Rills School (PS Component)	80 Catherine St	432	539	107	80%
14	PS 2 Meyer London School	122 Henry St	832	911	79	91%
Sub-district 1 of CSD 2 Total			4,566	4,712	146	97%
Intermediate Schools						
Sub-district 1 of CSD 1						
15	IS 332 University Neighborhood Middle School	220 Henry St	116	323	207	36%
16	IS 345 Collaborative Academy Of Science, Technology And Language Arts Education	220 Henry St	262	417	155	63%
17	JHS 292 Henry Street School For International Studies (IS Component)	220 Henry St	120	189	69	63%
18	PS 184 Shuang Wen School (IS Component)	293 E Broadway	165	209	44	79%
Sub-district 1 of CSD 1 Total			663	1,138	475	58%
Sub-district 2 of CSD 1						
19	New Explorations Science, Tech And Math School (IS Component)*	111 Columbia St	395	398	3	99%
20	PS 140 Nathan Straus School (IS Component)	123 Ridge St	188	296	108	64%
21	IS 378	145 Stanton St	266	353	87	75%
Sub-district 2 of CSD 1 Total			849	1,047	198	81%
Sub-district 1 of CSD 2						
22	IS 131	100 Hester St	703	703	0	100%
23	PS 126 Jacob August Rills School (IS Component)	80 Catherine St	353	441	88	80%
Sub-district 1 of CSD 2 Total			1,056	1,144	88	92%
Notes:	See Figure 4-1					
Sources:	DOE Utilization Profiles: Enrollment/Capacity/Utilization, 2010-2011.					

Source: New York City Office of the Deputy Mayor for Economic Development. (2012, August 10). In *Seward Park Mixed Use Development Project Final Generic Impact Statement* (Chapter 4: Community Facilities and Services). Retrieved from http://www.nyc.gov/html/oec/html/ceqr/11dme012M_dgeis.shtml

Figure 4. Estimated Public Elementary and Intermediate School Enrollment, Capacity and Utilization without the Project

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Table 4-4
Estimated Public Elementary and Intermediate School Enrollment, Capacity, and Utilization:
2022 No Action Condition

Study Area	Projected Enrollment in 2022	Students Introduced by Residential Development in No Action	Total No Action Enrollment	Capacity	Available Seats	Utilization
Elementary Schools						
Sub-district 1 of CSD 1	2,245 ¹	0	2,245	1,803	-442	125%
Sub-district 2 of CSD 1	2,510 ¹	51	2,561	2,296	-265	112%
Sub-district 1 of CSD 2	5,746 ¹	203	5,949	4,882 ²	-1,067	122%
Intermediate Schools						
Sub-district 1 of CSD 1	811 ¹	11	822	1,138	316	72%
Sub-district 2 of CSD 1	945 ¹	13	958	1,047	89	91%
Sub-district 1 of CSD 2	1,251 ¹	69	1,320	1,144 ²	-176	115%

Notes:
¹ Elementary and intermediate school enrollment in each sub-district study area in 2022 was calculated per 2012 CEQR Technical Manual methodology.
² P.S. 343 (the Peck Slip School) is assumed to add 170 elementary seats to Sub-district 1 of CSD 2.
Sources: DOE Enrollment Projections 2009-2018 by the Grier Partnership; DOE, Utilization Profiles: Enrollment/Capacity/Utilization, 2010-2011, DOE 2010-2014 Five-Year Capital Plan, Proposed Amendment, February 2012; School Construction Authority.

Source: New York City Office of the Deputy Mayor for Economic Development. (2012, August 10). In *Seward Park Mixed Use Development Project Final Generic Impact Statement* (Chapter 4: Community Facilities and Services). Retrieved from http://www.nyc.gov/html/oec/html/ceqr/11dme012M_dgeis.shtml

Figure 5. Number of Residential Units Added to CD 3 by Year, 2006 - 2013

Number of Residential Units Added by Year (All Jobs)								TOTAL	SCA CSD1 Estimates
2006	2007	2008	2009	2010	2011	2012	2013	2009-2013	2009-2013
2,064	1,558	475	158	125	134	617	874	1,908	1,543

Sources: NYC Department of Buildings, NYC School Construction Authority Housing Starts 2009-2018 Enrollment Projections

Figure 5. SCA Projected Housing Starts for Community School Districts 1 and 2

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NYC School Construction Authority Projected New Housing Starts				
	Projected New Housing Starts			
	Community School District 1		Community School District 2	
Enrollment Projection	Five Year	Ten Year	Five Year	Ten Year
2003-2012	2,065	2,605	18,534	18,534
2008-2017	2,165	2,415	40,792	51,249
2009-2018	1,543	1,880	32,676	41,851
2012-2021	863	1,238	23,215	30,249

Source: NYC School Construction Authority. *Projected New Housing Start as Used in the 2010 – 2014 Capital Plan* [Data file]. Retrieved from <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Pages/default.aspx>

Figure 6. DOB Permits and Open Jobs in 2013 in CD 3

				Community District 3		
DOB 2013 Permits Report		Total Number	CSD 1	CSD 2		
Total Permits Issued		4,346				
Total Residential Permits		2,626				
Total Residential New Buildings (NB) Permitted		27	18	9		
Total Permitted NB Units		211	195	16		
DOB 2013 Open Jobs		Total Number	CSD 1	CSD 2		
Total Open NB Jobs		12	9	3		
Total Open Major Alterations (A1) Jobs		55	37	18		
Total New Units in Open Jobs		663	581	82		
Total New Units in 2013		874	776	98		

* Includes total open-jobs on the DOB “Building on My Block” website as of December 31, 2013. Sources: NYC Department of Buildings 2013 Monthly Statistical Reports, retrieved from http://www.nyc.gov/html/dob/html/codes_and_reference_materials/statistics.shtml; “Open “New Building” Jobs in Community Board: Manhattan – 03,” Retrieved from http://a810-bisweb.nyc.gov/bisweb/my_community.jsp

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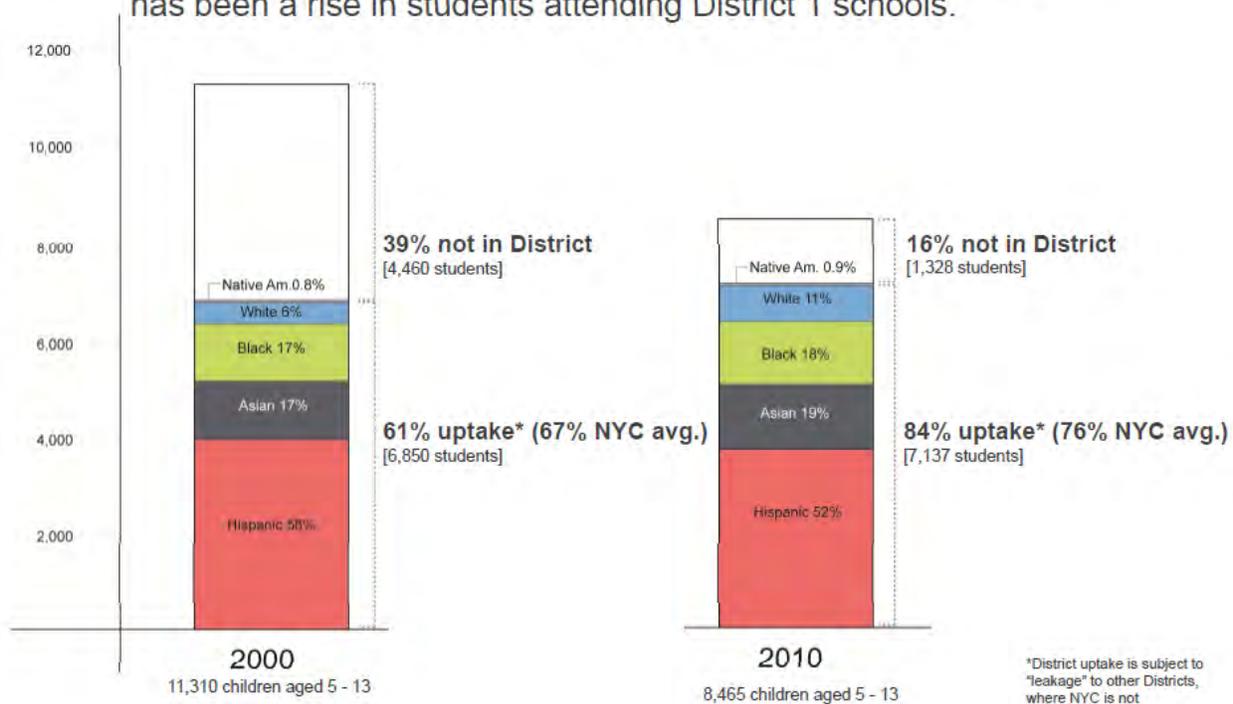
Figure 7. District 1 Capacity and Uptake from 2000 - 2010

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DISTRICT 1 CAPACITY AND UPTAKE

Since 2000, there has been a decrease in 5 – 13 aged children in District 1, which is similar to the overall NYC trend, but there has been a rise in students attending District 1 schools.



Source: “Community School District 1: A Study of Assignment Policy Effects.” Fall 2013. WXY, Youth Studies Inc, and George M. Janes Associates. P. 42

Appendix 3 Accessibility

A. Methodology to Accessibility Analysis

Three sources of publicly-available information were used to gather information: DOE’s Office of Student Enrollment’s District 1 Elementary School Directory: 2014-2015 and Directory of NYC Middle Schools: 2013-2014; DOE’s Office of Space Planning’s spreadsheet of all functionally accessible schools; and DOE’s web-based Building and School Facilities Report contained in each profile in the School Portals. The designations in these reports were supplemented by qualitative information obtained through consultation with the District CEC.

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Chart Sources and Terminology

DOE's Office of Space Planning's Spreadsheet of All Functionally Accessible Schools

The DOE identifies two types of building designations:

Fully Accessible Buildings are constructed after 1992 and conform to Americans with Disabilities Act (ADA) standards in effect at the time of design. Mobility impaired students may access all relevant programs and services.

Partially Accessible Buildings

- Partially accessible buildings do not meet all ADA code requirements but are usable by individuals with mobility impairments.
- At least one entrance is at grade and suitable for use by persons with mobility impairments.
- Some or all programs, services and activities within the building are readily accessible to and usable by individuals with mobility impairments.
- At least one restroom is accessible.
- In some cases, school activities may be re-located to accommodate access.[4]

According to DOE, a portion of its functionally accessible schools are in fully accessible buildings.

Another portion of its functionally accessible schools are in partially accessible buildings.[5]

DOE Elementary and Middle School Directories

Each school's directory page indicates one of the following three Site Accessibility designations:

Functionally Accessible: A student who uses a wheelchair can, without difficulty, enter the building and access relevant programs and services.

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Partially Accessible: The school is functionally accessible beyond the first floor, but not for all relevant spaces and services in the school.

Not Accessible: The school does not fall into either of the above-noted accessibility descriptions.[6]

The Elementary School directory refers the reader to the Office of Space Planning’s Spreadsheet for additional information. “For more information about Site Accessibility, including a complete list of functionally accessible schools, please refer to the List of Accessible Schools, available online: www.nyc.gov/schools/Offices/OSP/KeyDocuments/Accessibility.htm

The Middle School directory contains the following statement: Federal law requires that all programs , when reviewed in their entirety, are accessible. The word “program” in this policy statement means a program, activity or service. This policy statement is a general summary of applicable law and does not create any additional legal rights or obligation. For specific detail, see Title II of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. If you have questions regarding any middle school’s ability to accommodate your mobility needs, please contact that school directly before you rank it on your child’s application.

The Middle School directory refers the reader to a different link than the elementary school directory for additional information: “For more information about Site Accessibility in New York City public schools, look up the List of Accessible Schools at www.nyc.gov/schools/Academics/SpecialEducation/TellMeMore/ImportantDocuments

This link, however, ultimately leads back to the Office of Space Planning’s spreadsheet of functionally accessible schools.

DOE’s School Portals: Building and School Facilities Report

There are no definitions provided for the following terms used in the Building and School

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Facilities Report on each school's profile:

1st Floor Only Accessible; Functionally Accessible; Not Accessible; Not Available.

In addition, each school report states that “[f]or additional information [regarding accessibility status] please contact the custodian or the school.”

B. Findings

There are significant gaps and discrepancies in the data available regarding accessibility at CSD 1 schools, exacerbated by the use of confusing and contradictory use terminology. For example, P.S. 15 is listed as “partially accessible,” “not accessible,” and “1st Floor Accessible Only” in three different DOE documents. Alternatively, P.S. 188 is not listed as accessible in any document, yet the CEC reports that an elevator has been installed. Given these data problems, there is reason for concern about the degree to which even schools designated as accessible should be considered to be fully compliant.

DOE's Elementary School Directory-2014-2015 identifies 17 non-District 75 schools with elementary school grades located in District 1 and three charter schools (DOE, 2013). Of these, the DOE's list of all functionally accessible schools describes 6 public schools and two charters as “partially accessible.” The Elementary School directory, however, rates only two of the public schools as functionally accessible and provides no information about the three charters. Lastly, the web-based DOE Schools Portal describes two schools as having accessibility on the first floor only, four schools as functionally accessible, and lists two of the charters as “not accessible” and provides no information on the third.

DOE's Middle School Directory for 2013-2014 lists 11 non-District 75 schools with middle

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school grades located in the district and two charter schools. Of these, the DOE’s Office of Space Planning considers five public schools to be “partially accessible.” In contrast, the Middle School Directory describes only two schools as “functionally accessible.” There is no information provided in the Directory about the accessibility of the charter schools. Moreover, the web-based DOE Schools Portal describes two schools as having accessibility on the first floor only, two schools as functionally accessible, and lists one charter as “not accessible” and provides no information on one public school and one charter.

Table: District 1 Elementary and Middle School Accessibility for Individuals with Disabilities

	DOE Office of Space Planning Designation of Functionally Accessible Schools[1]	DOE Office of School Enrollment Directory Designation[2]	DOE School Portals Accessibility Status[3]	Comments
Elementary School Grades				
P.S. 15 Roberto Clemente	Partially Accessible	Not Accessible	1st Floor Only Accessible	It is our understanding that there is a ramp to the school’s main entrance and into the first floor- auditorium, cafeteria and parent room. No wheelchair access to office, classrooms, library, gym, etc.
P.S. 20 Anna Silver	Partially Accessible	Not Accessible	1st Floor Only Accessible	It is our understanding that there is access to the main office, gym, auditorium, cafeteria, and Parent

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				Coordinator's office on first floor. There is no wheelchair access to upper classroom floors.
P.S. 134 Henrietta Szold	Partially Accessible	Not Accessible	Functionally accessible	P.S. 134 and P.S. 137 share a building. It is our understanding that the building has an elevator. No additional access information was publicly available.
P.S. 137 John L. Bernstein	Partially Accessible	Not Accessible	Functionally accessible	P.S. 137 and P.S. 134 share a building. It is our understanding that the building has an elevator. No additional access information was publicly available.
P.S. 184 Shuang Wen	Partially Accessible	Functionally Accessible	Functionally Accessible	It is our understanding that the building has an elevator, accessible entrance and bathrooms.
P.S. 142 Amalia Castro	Partially Accessible	Functionally Accessible	Functionally Accessible	It is our understanding that the building has an elevator.
Manhattan Charter I	Partially Accessible	No information provided	Not Accessible	Co-located in PS 142.
Manhattan Charter II	Partially Accessible	No information provided	Not Available	Co-located in JHS 56. It is our understanding that only the 1 st Floor of this building is accessible. Manhattan Charter II is located on an upper floor.

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Girls Preparatory Charter School of New York	No information provided	No information provided	Not Accessible	Co-located in P.S. 188. It is our understanding that an elevator installation has occurred.
Middle School Grades				
M.S. 378 School for Global Leaders	Partially Accessible	Functionally Accessible	Functionally Accessible	It is our understanding that the building has an elevator.
M.S.292 Henry Street School for International Studies	Partially Accessible	Not Accessible	1 st Floor Only Accessible	Gym, cafeteria and auditorium are all on first floor. No access to classrooms, which are located on an upper floor.
M.S. 332 University Neighborhood Middle School	Partially Accessible	Not Accessible	1 st Floor Only Accessible	Co-located in JHS 56. Located on 2 nd Floor.
M.S. 345 Collaborative Academy of Science, Technology and Language Arts Education	Partially Accessible	Not Accessible	No information provided/Based on listings for other schools in the same building, 1 st Floor Only Accessible	Co-located in JHS 56. It is our understanding that CASTLE's classes are mostly on the first floor.
P.S. 184 Shuang Wen	Partially Accessible	Functionally Accessible	Functionally Accessible	It is our understanding that the building has an elevator, accessible entrance and bathrooms.
Girls Preparatory Charter School of New York	No information provided	No information provided	Not Accessible	Co-located in Eastside Community High School
Innovate Manhattan Charter School	No information provided	No information provided	Not Available	It is our understanding that this school is leasing space in the upper floors of

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				a commercial building.
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Appendix 4: CEC 1 Parent Public engagement lab Findings

Over 100 ideas were generated by the participants. Further discussion developed the ideas best represented the voice and vision of the group. Building blocks or basic design principles that emerged:

1) SCHOOL CONFIGURATION: Pre K-8 Spanish dual language school; controlled choice enrollment; and educational continuity for pre-K-8th and additional sections for Middle School (6th grade) entry.

2) CURRICULUM AND PEDAGOGY: Community model school; instructional leadership at the core of the school’s development and success; multidisciplinary e.g. Science, Arts, Play, Social, Emotional, and Child-Centered (STEM and STEAM; school will support and cultivate master teachers; alternative, holistic evaluation of students mastery of content/skills through non-traditional means of evaluation.

3) DESIGN ELEMENTS: **Build a school that is architecturally sustainable and includes multipurpose spaces for learning and community use; create a school garden that is managed by the school, open for community support, and offers opportunities for programming and connection to the school curriculum; provide technology resources and tools to teach digital media literacy in the classroom and at home.**

CURRICULUM AND PEDAGOGY –

- Adopt a community model school, that provides the community with a sense of ownership and where the school and community are integral to each other
- School facilities such as the gymnasium, parent center, and health clinics act as community hubs,

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- engage CBOs for after school programming and other support,
- partner with local organization, museums, and institutions to offer programs on and off the school site

INSTRUCTIONAL LEADERSHIP are AT THE CORE

- Integrate the selection of the first instructional school leader early in the process of planning, designing, and building the new school.
- Select the school leader in a participatory and authentic process embodying community values.
- Have the school leader, key to the success of the school, insure that the building, instructional curriculum, teachers, and school community reflect community values;
- Select the school leader in a participatory and authentic process. Have the school leader, key to the success of the school, ;

MULTIDISCIPLINARY APPROACH

Create opportunities throughout the year for multidisciplinary, integrated instruction across curriculum areas that will bring subjects to life in this way also is more likely to increase the appeal to students with different learning styles and needs.

Teach and generally, develop forward-thinking skills, such as STEM/STEAM, incorporating and critical reasoning abilities through help robotics, and multidisciplinary arts, which will help develop foster critical reasoning abilities and to help create the future leaders.

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To meet the holistic needs of all children, developmentally appropriate play an integral part of the curriculum (to rather than relegated solely to Early Childhood education) and m Make social-emotional learning an integral part of the formal curriculum (such as a morning meeting/advisory session).

Provide students with a genuinereal opportunity should to influence school policy, and direction, the curriculum, and the classroom;

ROLE OF THE TEACHING STAFF

Support and cultivate master teachers.

Provide teachers with an opportunity to develop professionally and have more say in budget allocations;

ALTERNATIVE, HOLISTIC EVALUATION -

Allow students to demonstrate their mastery of content through non-traditional evaluation (exhibits, portfolios, discussions, presentations, etc.) to build confidence and independence

Value different learning styles, meaningfully integrate learning, and allow for a collaborative learning experience, which demonstrates deeper learning;

*DESIGN ELEMENTS

Design an architecturally sustainable school, with multipurpose spaces for learning and community use, that will facilitate diversity and include a gym, kitchen, art room, and library.

Create a school garden,, that will offer opportunities for programming, a connection to the school and science curriculum, and a means of tilize the take advantage of a to the benefits of a garden

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(developing life and gardening gardening and planning skills, appreciating increase goal , self-sufficiency and development of healthy eating, building a , community., ca, and expanding artistic expression, and

environmental awareness

- TECHNOLOGY NEEDS

Provide technology resources for all students to use at home, not limiting homework that requires technology to those who can afford to have it at home.

Instruct children in social and digital media literacy (both production and critique).

21 participants responded to a follow-up survey. Most indicated that they wanted to continue collaborating with the CEC on these issues, and many reiterated that they wanted a controlled choice enrollment, a dual language Spanish k-8 program, and a leader to be identified early so that they can be part of the process. Overwhelmingly, the community wants to be engaged in the process and valued the opportunity to learn more about the district and its history of commitment to diversity and to share their values and begin to envision a school.

CEC 1 commissioned NYCpublic.org (a parent/educator-led, public school-focused, participatory-design group) to create a full day event. All of NYCpublic’s labs follow the same basic structure, “learning sessions” that insure that all participants have a grounding in the topics they will be exploring later in their brainstorming sessions, a series of tightly planned protocols that build connections between participants and move them through a process that arrives at a specific “product,” a forum to share their product with decision makers. This is the journey that participants took on January 11th at the Lower East Side Girls Club:

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I. The introductory sessions focused on District 1 and our specific strengths and the opportunities a new school might provide us, as well as on school design (specifically enrollment policies) that create diverse student bodies and the strengths of a variety of school structures, dual language, pre-k – 5, pre-k-8, etc. (see the program for specific speakers)

II. To get ready to start thinking of specific school program designs, participants spent time in discussion with actual educators. In one group the focus was on collaboration between teachers across grades. The other group focused on non-academic school programs that help build a connection with parents, and address students’ social and emotional needs.

III. Participants spent the bulk of the day engaged in a charrette, a structured brainstorming protocol with roots in architecture, that invites full participation and collaboration between diverse stakeholders. Our charrette’s main activity involved filling in large matrices that were placed on the walls around the room. Along the top were “Elements of School Design,” the side column read “**What might we want for our students? That they...**” Let’s say you were a participant, you would look at and think about how “Teaching & Learning (planning, classroom management, style or approaches)” can be designed to make sure that students “Have opportunities to build independence.” At this particular intersection on the wall, a participant put “Student voices in curriculum and how classroom runs.”

IV. Once the charts on the wall were filled with participants’ ideas, participants voted on those ideas that spoke most to the group.

V. In small groups, participants turned these ideas into statements. The group also recorded the reasons they were making this specific design suggestion.

VI. In the final session, participants presented their statements and reasons to members of CEC 1, CB

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3 executive officers, as well as Borough President Gale Brewer.

VII. Gigi Li, Chair of Community Board 3 finished the day by speaking to the group about CB 3s advocacy work to establish a new school in SPURA.

The participants:

Participants included local and central representatives from the DoE (District Family Advocate, Community District Superintendent, Office of New Schools, UFT District Representative, teachers and administrators), in addition to parents, community members from progressive and traditional schools, from the nearby public housing developments and Mitchel Lama buildings as well as some of the market rate co-ops in the community.

The “building blocks”:

To be a “building block” an idea had to emerge with 3 or more votes in a prioritization exercise following a brainstorming process. Given that there were 120+ ideas to choose from, receiving three or more votes really indicated an item was a priority for the participants.

Appendix 5 – Principals Survey

I. Analytics responses from school principal survey regarding accessibility/ADAA

- 31 principals reported a wide range of percentages of students classified as students with disabilities: most reporting 20% or less, some more than 20%, and five having 9% or less.
- 15 of these schools did not have a classroom dedicated to students with disabilities, 12 had from 2-4 dedicated classrooms, and four had a single dedicated classroom.
- With regard to integrated co-teaching (ICT) classrooms, eight principals reported having no classroom dedicated to ICT, while other principals reported having from 2-18 ICT dedicated classrooms.

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Responses to questions of average, largest, and ideal class sizes are below, as averaged or noted with the number of similar responses.

	P-K	K-3	4-5	6-8	9-12
Average (Avg.):	--	25	26	27	25
Largest (# same response):	18 (75%)	31+ (3)	31+ (5)	31+ (5)	31+
Ideal (Avg.):	18	22	28	26	23

B. Select Responses to Principals' Survey

48 principals responded anonymously to some or all questions to a CEC 1the survey about space utilization. The responses highlight conditions of overcrowding and insufficient resources. They refute the idea that our schools are underutilized. Years of experience are reflected in the survey responses. Most principals (28 of 47, or 61%) have served as principal of their current school for 5 or more years.

The following are quotes from principals illustrating their needs:

"I don't think we could effectively educate our students if we came anywhere near our target rate."

•

"We are listed as underutilized every year but cannot fit all our classes into our available rooms. We are at capacity."

•

"1/2 classroom size is too small for full classroom instruction"

•

"[The Blue Book] lists us as [underutilized] but these are old elementary school classrooms, which are packed at 25 students."

•

"With the narrow hallways and lack of gym, auditorium, and library, the school cannot properly function at "full capacity"

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- *“Our school has [less than target] occupancy, [but] CBO partner, Headstart, and School Safety utilize space. Said space occupancy is not noted in the statistics provided by the NYC DOE”*
- *“This formula does not take into account the mandated services that require additional space to meet NYS and federal mandates (IEP services, ESL services, etc.)”*
- ***“We are over-enrolled. As a Title I school, we should not have more than 30 students per class [and yet our average class size is 32].”***
- *“We are slightly more crowded because we have a lower student-classroom ratio (due to special education and the fact that our high populations are clustered in the lower grades.)”*
- *“[The Blue Book] did not consider we use two or three classes for dance studio, library, and art room. It also did not consider the side by side model where we use two class rooms for each class for the Dual Language Programming purpose.”*
- ***“We have converted two classrooms into one large dance studio, two classroom converted to a music studio, two classrooms converted into an art room, three classrooms into one library, and one classroom into a locker.”***
- *“It does not take into account that as an arts school with specialized rooms, we are not able to fill every room every period (i.e. we only have dance 5 periods a day, yet that room can't be used for anything else).”*

Appendix 6 How Demographics of CD 3 have changed

CD 3's current story has been one of increasing gentrification with a younger, transient population moving in (Smith and DeFellippis, 1999). The district's socio-economic character (housing costs, race, education and income) has changed since 2000, as it has throughout the city in the last five years, (see Institute for Children, Poverty and Homelessness map to the left.

- Since 2000, a greater proportion of whites now live in CD 3 (+4.2%), the number of Blacks (-

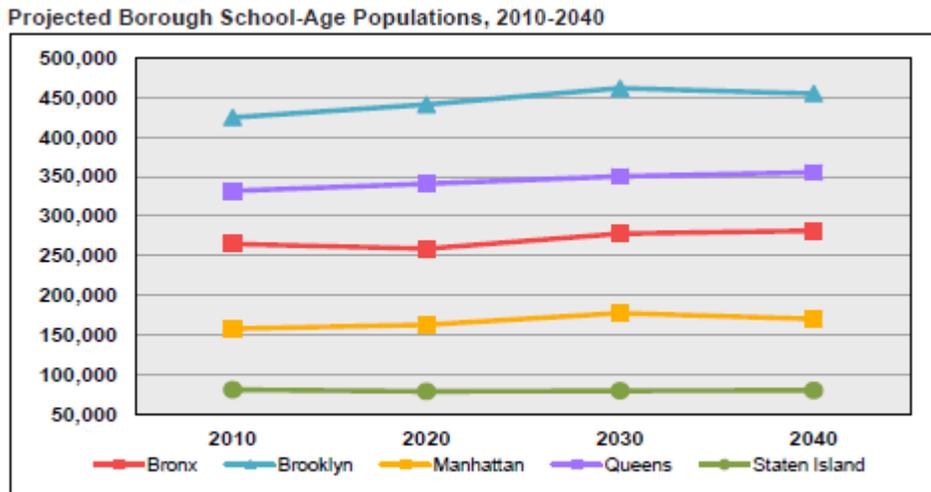
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0.2%), Asians (-1.4%), Hispanics (-3.9%) has decreased.

- The rate of public school enrollment in CSD 1 has increased. In 2010 it was higher than the citywide rate, which was just over 3 out of 4, but in CSD 1 that rate was significantly higher at 84% in 2010.
- Educational attainment has increased since 2000; the proportion of people without high school diplomas fell (-12.5%), the number of high school graduates rose (+2.7%). The proportion of people with some college or an associate degree decreased (-0.2%), The proportion with a Bachelor's degree or higher increased (10.1%) (Ferguson, 2014).
- Median monthly rent rose from \$776.95 in 2002 to \$1,070.45 in 2012 (2013 inflation adjusted) Median sales price per unit (5+ family building) has risen from \$113,494.16 in 2000 to \$205,395.01 in 2010 - an 81% percent change over ten years (2013 inflation adjusted) (U.S. Census Bureau, 2002 and 2012 American Community Survey).
- The median household income increased, from \$38,235 in 2005 to \$45,206 in 2010 (2013 inflation adjusted dollars).
- CD 3's total population decreased by 7% since the 2000 U.S. Census, but this trend has started to reverse. In 2012 alone, there were over 400 new householdsⁱⁱ (ACS, 2012).
- ACS estimates that there were 29,000 family households in CD 3 in 2012 (41% of the total CD 3 households). The NYC Department of City Planning predicts that between 2010 and 2040 Manhattan's overall population will grow by 6.7% and its school age population will grow by 7.8% . See chart below (DCP, 2013).

Source: Department of City Planning - Population Division, December 2013

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Source: DCP adjusted 2010 decennial census data; DCP Population Projections, 2020-2040

- Women born after 1980, commonly referred to as “millennials”) will enter their peak reproductive years and will contribute to an estimated increase of 64,000 school-age children (5%) between 2010 and 2030 (DCP, 2013). Many have moved into CD 3 since the 2000 U.S. Census, (see Figure 8 below). An analysis that looked at the age and sex of CD 3 residents revealed that there was a greater proportion of 20-29 year olds in 2010 than in 2000, with a greater proportion of females 20-29 years of age (Ferguson, 2014).

Figure 8. Population Change in CD 3 Since 2000

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Source: Ferguson, 2014

Many Millennials are choosing to stay in NYC as evidenced by a 5.5% increase in the total population 18 years and older from 2000 - 2010, and the fact that NYC has the 2nd highest numbers of 25-29 year olds (U.S. Census, 2010). If fertility and migration patterns for Manhattan continue as predicted, 2010 CD 3 in-migrants may choose to start a family after settling down in CD 3 (Ferguson, 2014).

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Glossary of Terms and Acronyms

Community Board 3 - CB 3
Community district 3 - CD 3
Human Services Committee - HSC
Seward Park Urban Renewal Area - SPURA
Seward Park Mixed-Use Development Project - SPMUDP
Uniform Land Use Review Procedure - ULURP
NYC Economic Development Corporation - EDC
NYC Department of Education - DOE
NYC School Construction Authority - SCA
NYC Department of City Planning - DCP
New York City Housing Authority - NYCHA
Community School District - CSD
English Language Learners - ELL