



SCA Operations Overview for CEC

Agenda

- Five Year Capital Plan Overview
- Capacity
- Capital Eligibility
- Capital Improvement Projects (CIP)
- Building Condition Assessment Survey (BCAS)
- Reso A
- CEC Request Form
- Contact Information



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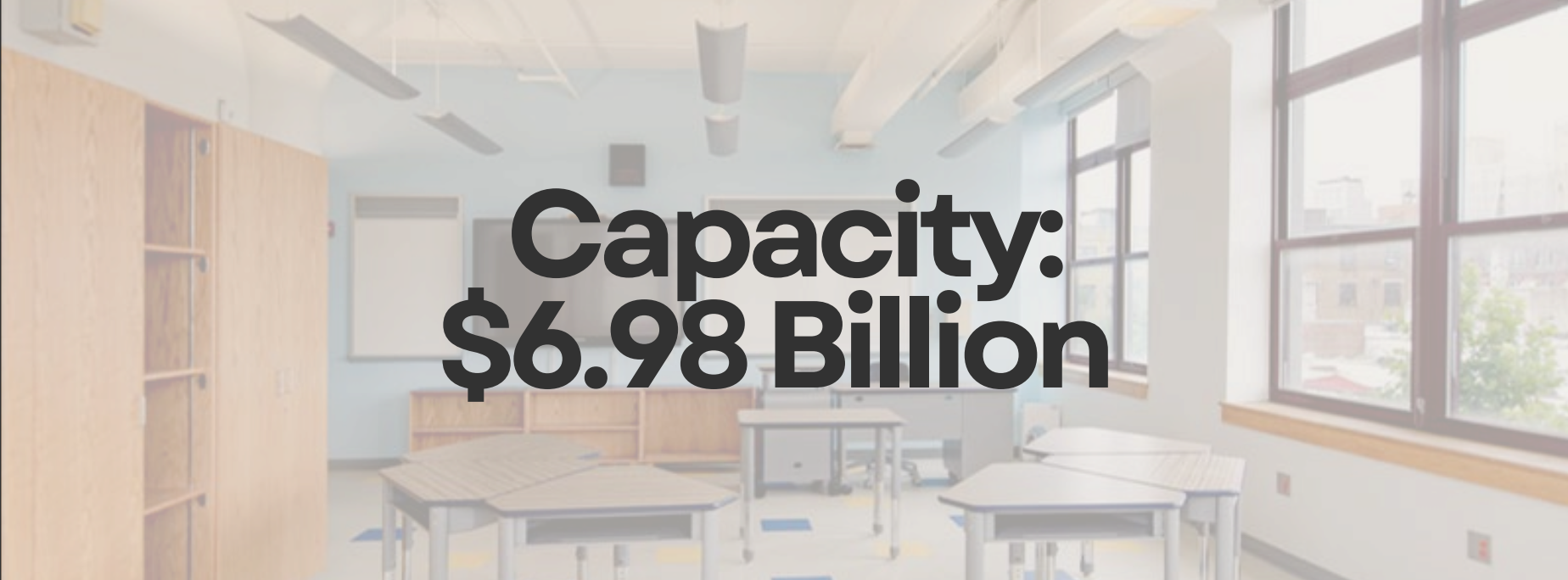
The School Construction Authority's mission is to design and construct safe, attractive and environmentally sound public schools for children throughout the many communities of New York City. We are dedicated to building and modernizing schools in a responsible, cost-effective manner while achieving the highest standards of excellence in safety, quality, and integrity.



FIVE YEAR CAPITAL PLAN FY 2025-2029

FY 2025-2029 FIVE-YEAR CAPITAL PLAN NOVEMBER 2025 AMENDMENT


TOTAL AMOUNT: \$20.5 BILLION




**Capacity:
\$6.98 Billion**



**Healthy Schools:
\$2.28 Billion**



**Capital
Improvement:
\$7.54 Billion**



**Mandated:
\$3.72 Billion**

Capacity Planning: The Seat Need Process

Every year, NYCPS and SCA

- 1.Undertake a comprehensive assessment of current building utilization
- 2.Project future demand for school seats based on:
 - Enrollment trends
 - Birth trends
 - Immigration trends
 - Housing starts
 - Rezoning
 - Class size compliance
 - Other demographic factors





Reducing Class Size

NYCPS Strategies:

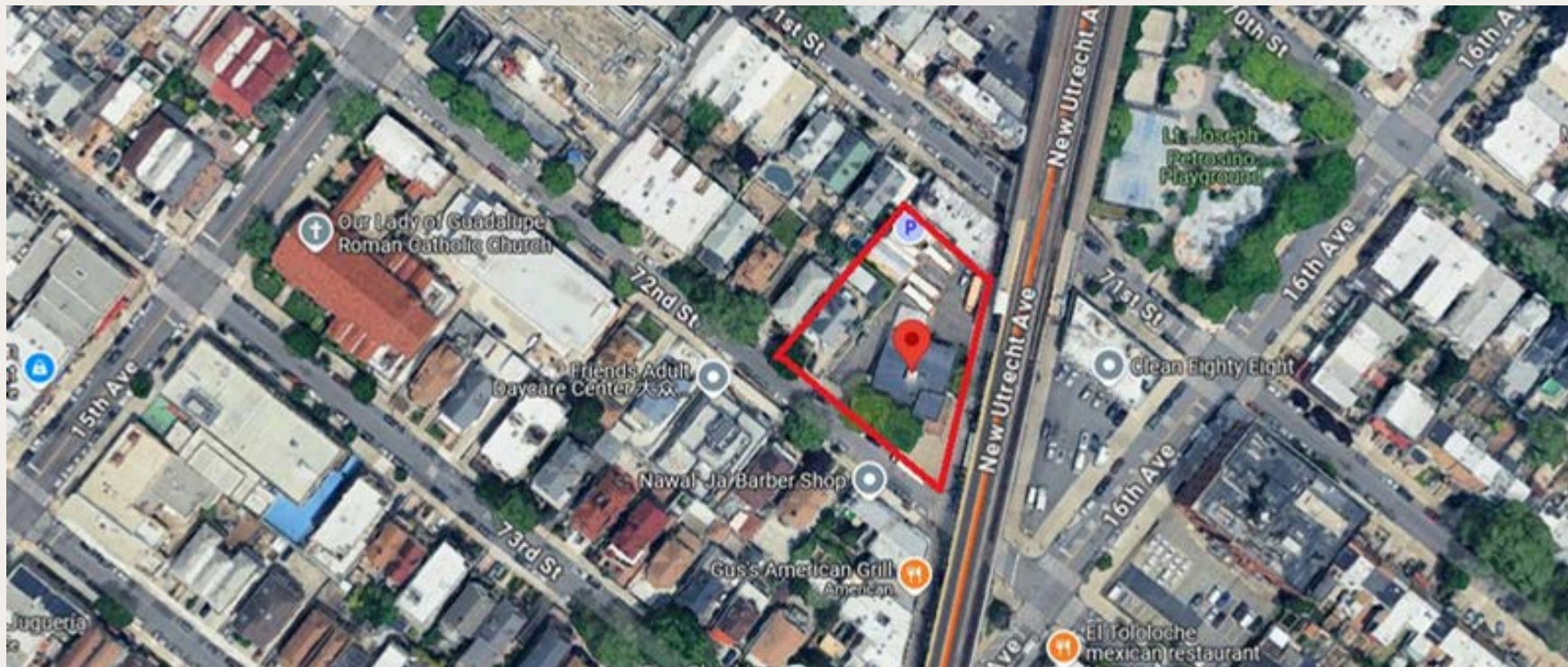
- Individual class size implementation plans were developed by principals, in consultation with school leadership teams (SLTs).
- School plans were jointly reviewed by NYCPS, UFT and SCA; approved school plans received funding for resources such as teacher staffing, instructional room conversions or supplies to support additional classrooms.
- Working closely with the SCA to identify sites for new schools and creative ways to expand capacity where needed and viable.

SCA Strategies:

- Addition or annex on an existing school campus, if feasible
- Acquisition of real property for new school construction
- Leasing appropriate existing buildings
- Room conversions for efficient use of space within existing school buildings

Detailed school-by-school or even district-by-district discussions must involve both NYCPS and SCA.

How does SCA choose locations?



Focus on Overcrowded Areas:

- SCA looks for real estate in districts and subdistricts with many overcrowded schools.

Support Class Size Compliance:

- Work closely with NYCPS to identify opportunities to create additional seats in existing buildings.
- Citywide funding for nearly 16,000 seats to target individual schools.

Real Estate considerations

Real Estate Identification:

- SCA has contracted brokers in each of the five boroughs to help identify appropriate real estate for school construction.
- Referrals from community members are also welcomed.

Stand Alone Schools:

- Require at least 25,000 square feet of land/property for new schools.
- Larger sites that allow for adequate space for at-grade play are strongly preferred.

Mixed-Use Buildings:

- SCA will consider approximately 120,000 square foot condominium units within mixed-use buildings with appropriate outdoor play space.

Acquisition Process:

- SCA asks the local Community Board and Community Education Council to host presentations of the site.
- After environmental review is concluded, the site is presented to City Council for approval to acquire.





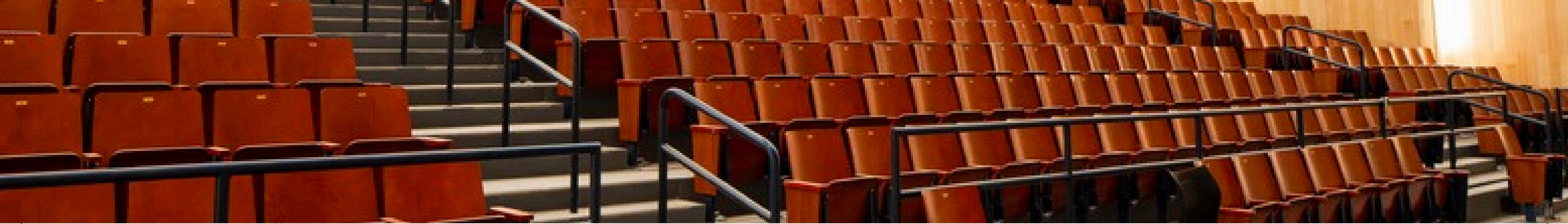
How long do projects take from inception to completion?

Capacity Projects:

- Site Acquisition: 18 months+ depending on regulatory requirements and approvals
- Design: About 12 months
- Bid and Award: 3 months
- Permitting/Construction/Inspections: ~3 years, depending on the site

Communication Methods:

- Construction notice
- Dedicated SCA liaisons
- Presentation during site selection
- Yearly CEC presentation



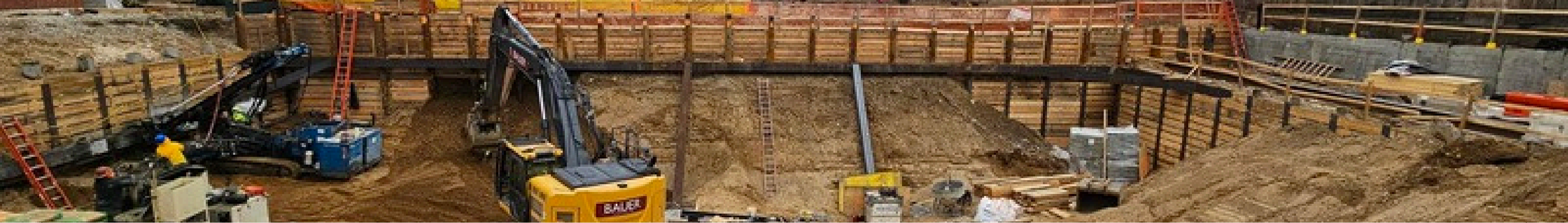
What is Capital Eligibility?

SCA is entirely funded with capital dollars. Every project we pursue must comply with The City Of New York Office of the Comptroller Directive #10: Charges to the Capital Project Fund.

"Funds obtained through long-term borrowing must be used for long-lived assets rather than for current operating expenses, minor purchases, or maintenance." – Directive 10

Project Requirements:

- Minimum of \$50,000
- Must provide a permanent enhancement to the facility
- Construction work must have a minimum lifespan of five years
- Computer hardware must have a minimum lifespan of three years



EXAMPLES OF CAPITALLY ELIGIBLE PROJECTS:

- New construction
- Upgrades to HVAC, plumbing, or electrical systems
- Auditoriums, gyms, libraries, science labs, playgrounds, athletic fields
- Security cameras and mobile science carts
- Desktop computers, laptops, or smart boards (must access school's internet network to qualify)

EXAMPLES OF NON-CAPITALLY ELIGIBLE PROJECTS:

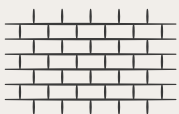
- Building maintenance: Painting, Flooring Repairs, fixture leaks, Playground upkeep, Broken Windows, Auditorium Chairs
- Window air conditioning units and water fountains
- Books, desks, chairs, tables, bookshelves, photocopiers, software, toner cartridges, tablets, Chromebooks, iPads
- Staffing and after-school programs

Becoming a Capital Improvement Project (CIP)

HOW

- DSF Reported Issues
- BCAS (Building Condition Assessment Survey) Generated Projects
- Reso-A Projects
- CEC Requests

EXAMPLES OF PROJECTS



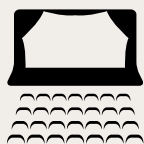
Exterior Masonry, Windows, Parapets, Flood Elimination, Roof Replacement



Accessibility



Playgrounds



Auditoriums



Gymnasium Upgrades





How long do projects take from inception to completion?

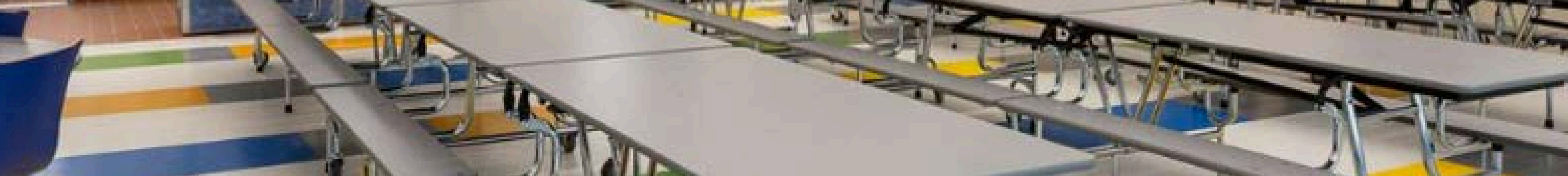
CIP / Reso – A*:

- Pre-Construction: Scope, design and bid/award takes ~12 months
- Construction: ~1 year for most play yards, smaller interior project (ex: bathrooms, room conversions)
 - ~2–3 years on exterior mods, athletic fields, and accessibility
 - ~4+ on electrification
 - ~1–2 years: larger interior projects (ex: auditorium or gym upgrade, supplemental cooling)

*Reso-A projects CANNOT begin construction until the school has signed off on scope of work and SCA has full funding for the work

Communication Methods:

- UFT Protocol Meetings
- Job Committee Meetings (monthly)
- Construction Notice
- 2 Week Look Ahead to Principals



Why is my school's project delayed?

Unforeseen circumstances sometimes happen during construction, especially in buildings that are as old as the typical NYCPS building. We work closely with school officials to make sure they understand the source of any delays, and to share timelines if they are available.

Common challenges that might cause delays in construction projects include:

- Working in actively used school buildings: All of SCA's CIP and Reso-A projects happen after normal school hours. We closely coordinate with schools around after school programs or other school activities, but sometimes it affects our construction schedule.
- Unforeseen field conditions: the most common type of delay. SCA starts construction and identifies an issue that was not anticipated in the design drawings. Sometimes the issue requires more extensive design work and even additional permitting, which takes time.
- Supply chain: since COVID, global supply chain issues for construction materials have been rampant and persistent. In recent months, the federal administration's tariff policies have exacerbated the situation.
- Weather: Certain materials used in exterior work are heavily weather dependent and cannot be used in rain, snow, or excessively cold temperatures.

What is the Building Condition Assessment Survey?

- Annual visual evaluation of approximately 1,600 NYCPS facilities
- Facility types: schools, athletic fields/field houses, mini buildings, leased sites, standalone gyms, and more
- Consistent methodology ensures reliable data
- Inspectors receive intensive training and meet regularly with design professionals
- Continuous quality control by SCA team and consultants
- Data drives project prioritization in the Capital Improvement Program (CIP)

Inspection Teams

Mechanical and Electrical



Architectural



Where to find published BCAS reports?

District

532 Albany Avenue, Brooklyn, NY 11203

718-756-0243

718-221-1316

School Website

Overview

School Quality

Reports

Building Accessibility Profile

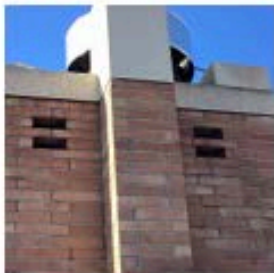
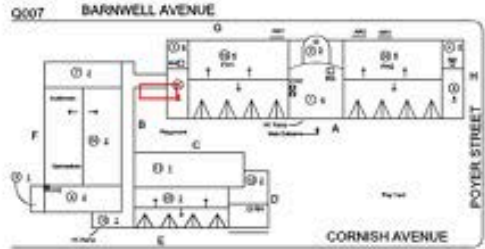
Facilities

Water Testing and Environmental Reports

Principal Annual Space Survey

Building Condition Assessment Survey (BCAS)

| | |
|--|--|
| 1 Good | <p>The component is sound and performing its function with no deficiencies or signs of wear. New components with very minor deficiencies can also be given this rating.</p> |
| 2 Between Good and Fair | <p>The component is sound and performing its function, although it shows some signs of use and wear. Condition Rating 2 can be used for components with minor deficiencies.</p> |
| 3 Fair | <p>The component is performing adequately at this time, but shows signs of use and wear. Deficiencies are not considered significant. Components that have no deficiency but have outlived their useful life are also given this rating.</p> |
| 4 Between Fair & Poor | <p>Components show significant deficiencies. Components requiring repair (not replacement) typically fall under this category. At least one deficiency must be associated with this condition.</p> |
| 5 Poor | <p>The component cannot continue to perform its original function without major repairs or component replacement. At least one deficiency must be associated with this condition.</p> |

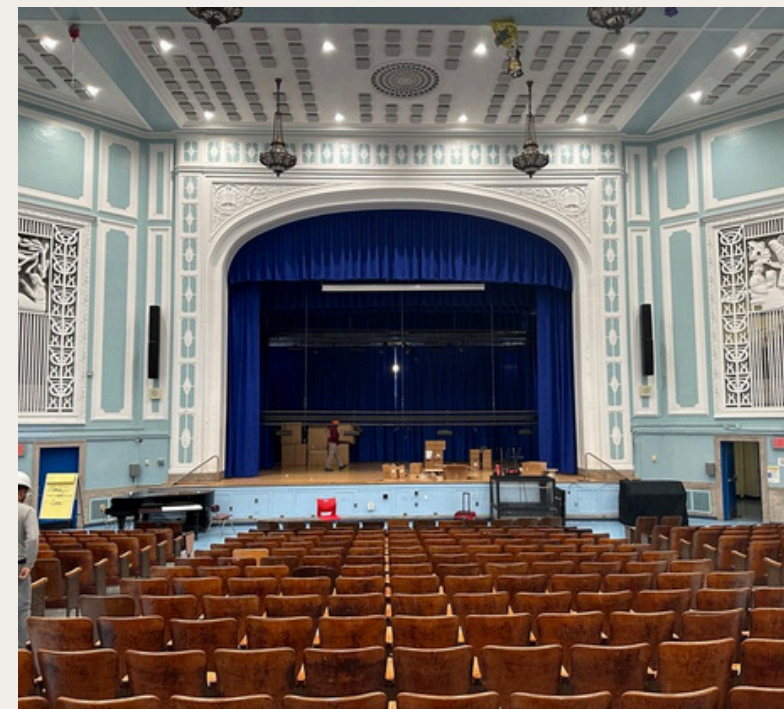
| NYC Department of Education | | |
|--|---|------|
| Building Condition Assessment Survey 2024 - 2025 | | |
| Architectural Inspection | | Q007 |
| Question | Response | |
| EXTERIOR | | |
| CHIMNEY | | |
| Deficiency Photo1 |  | |
| Violations | CH1 No violations recorded | |
| COPING | | |
| Condition | 3 - Fair | |
| Deficiency | CAST STONE: DETERIORATED BED JOINT | |
| Roof Plan reference |  | |
| Deficiency Quantity | 10 | |
| Quantity UOM | L.F. | |
| Potential Action | REPOINT | |
| Urgency of Action | PRIORITY 3 | |
| Purpose of Action | LEVEL 2 | |



Reso - A

Resolution A (RESO - A) Projects are capitally eligible, school-specific capital improvement or enhancement projects funded by NYC elected officials.

What are Reso - A Projects?



Schools and elected officials are strongly encouraged to contact SCA to discuss projects. Schools are strongly encouraged to get cost estimates from SCA before requesting projects & funding from their City Council Member or their Borough President. Principal must approve scope and coordinate construction so they should always be part of a Reso A process.

Types of Projects:

- Typically enhancements to school facilities, such as auditorium or gym upgrades, play yard or athletic field upgrades, certain computer upgrades.
- Not usually for essential systems like HVAC, plumbing, or electrical upgrades

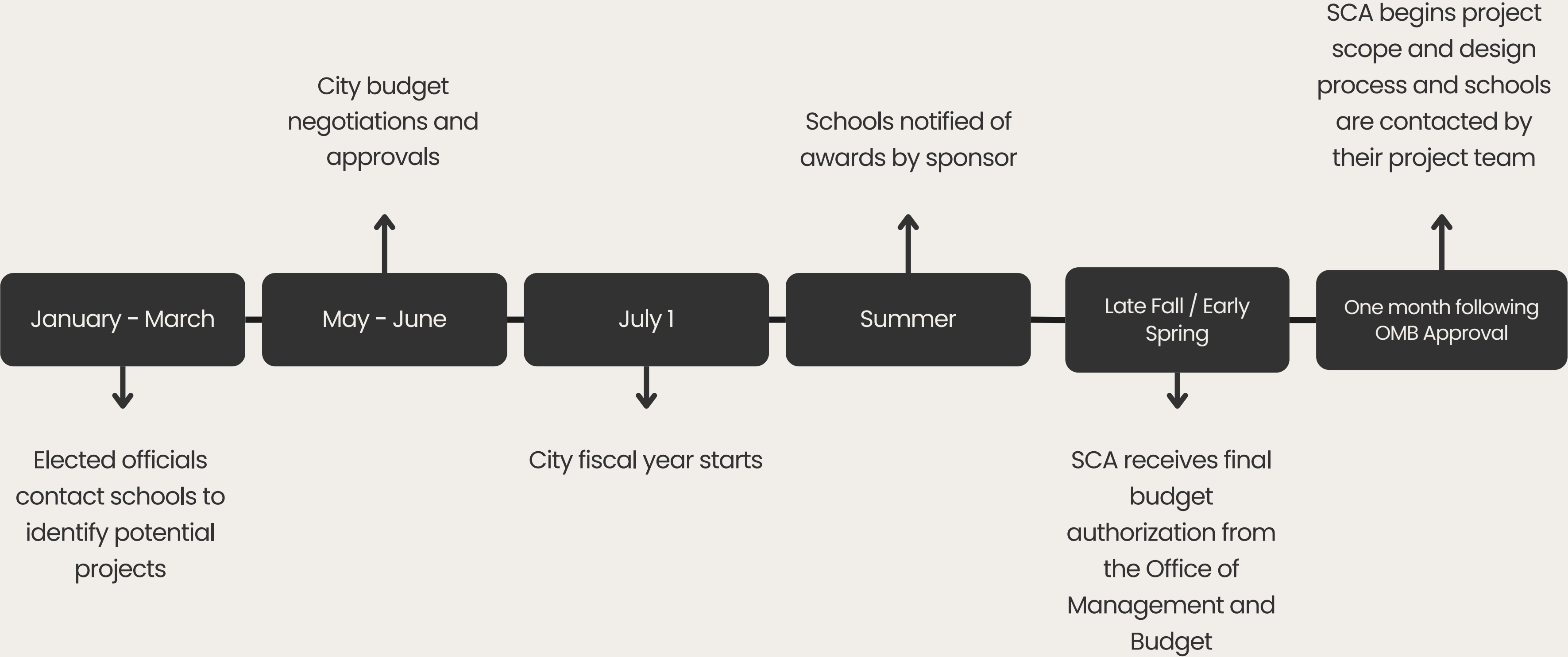
Project Requirements:

- Must meet capital eligibility requirements.
- Must be fully funded before scope can begin.
- If a project is underfunded, SCA will work with the elected official for additional funds or with the school on a reduced scope of work to stay within budget.

Project Implementation:

- All projects start with SCA.
- Smaller projects may be implemented by DSF, depending on scope and cost.
- DIIT for technology

Reso-A Budget Timeline

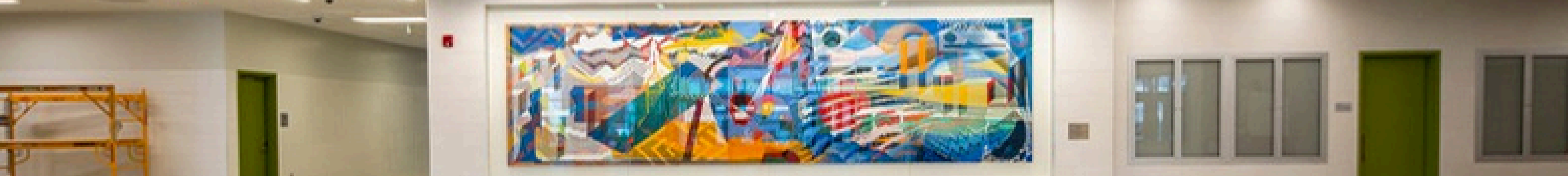




Capital Plan Presentations to CECs

Capital Plan Presentations:

- SCA's annual Capital Plan presentations provide an overview of any changes to the Plan and highlight specific projects and funding in each district.
- Presentations are given after the November amendment to the capital plan.
- Each presentation is customized to individual districts.
- These presentations are not for reviewing or discussing individual CEC requests or submissions.



CEC Priority Project Request

Annual Submission:

- Each November, CECs are asked to complete a form identifying priority projects in their district.
- Forms are due in mid-January.

Consultation and Review:

- Review capital eligibility guidelines ensuring project meets thresholds (cost, trades, area, etc....) determined by the NYC Comptroller and enforced by OMB.
- Review the Capital Plan identifying what Planned projects are already funded in district.
- Identify a program (i.e., Capacity, CIP, Healthy Schools, etc....) in the Capital Plan that project might be classified as.
- Review projects with Deputy Director of Facilities/DDF for maintenance and/or repair items.
- Consult principals about projects ensuring agreement on priorities

Submission Guidelines:

- Prioritize 5 projects on the request form.
- SCA does major capital renovations only.
- For building maintenance or projects that ineligible, principals can request repairs from custodians and/or DSF.

Capital Plan Presentations:

- SCA's annual Capital Plan presentations provide an overview of any changes to the Plan and highlight specific projects and funding in each district.
- These presentations are not for reviewing or discussing individual CEC requests or submissions.

CEC Request Form 2024-2025



Community Education Council Request Form 2024 - 2025

Instructions: Complete this form using the drop-down boxes (where available). Use the Tab key to move between fields. Completed forms for the entire CEC must be sent to Cinput@nycsca.org no later than Friday, January 17th, 2025.

Maintenance items should be referred to the Division of School Facilities (DSF) via a Work Order Request.

November 2024 Capital Plan Amendment for IP exp 23

Requesting Person's First Name:
Requesting Person's Last Name:
Requesting Person's Title:
CEC District:
CEC Phone Number:
CEC Street Address:
CEC Floor/Suite/Apt #:
CEC City:
CEC Zip Code:

What is a Request?

A request is a single item of work in a given school building. Each request should be listed in priority order on separate lines.

For example, an auditorium upgrade and an electrical upgrade in a given school is considered two requests and should be listed separately.

| TOP 5 REQUESTS - in order of importance | | | | |
|--|---------|------------------|-----------------------------|---|
| Click in the field under the heading "Borough" next to Priority # 1. | | | | |
| Priority # | Borough | Building Address | Name of School Organization | Description of Request (one request per line) |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |

| ADDITIONAL REQUESTS - Additional requests (will be reviewed AFTER Primary requests) 1. | | | | |
|--|---------|------------------|-----------------------------|---|
| Priority # | Borough | Building Address | Name of School Organization | Description of Request (one request per line) |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |
| 11 | | | | |
| 12 | | | | |
| 13 | | | | |
| 14 | | | | |
| 15 | | | | |

Contact

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