

WEBVTT

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Good evening, everyone, and thank you for being here welcome. This meeting was called by the Zoning Committee, and will be moderated by myself.

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Esther Ferhala, and possibly later on our culture, Michelle Moore will also be here at this point.

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Not all yet. During this meeting we have captioning available for those who would like to use it.

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It can click on the live transcript button at the bottom of your screen.

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This is a public meeting, and it is being recorded and we're going to ask you to please mute your microphone.

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I will now call the meeting to order. It is 633.

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The roll call for the committee members there's a lot of background noise that you might be able to hear.

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But this is this is New York. so I will do the roll call for the committee members.

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Deborah Alexander Present Kelly Craig Present Jonathan Greenberg Present Fatima La Croftley.

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President Michelle Moore, Marisa, Lasantos, with you. To Sam and Esther Forhala present we will not be accepting comments and questions from the public.

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There will be many opportunities for the public to comment at future meetings.

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But you may put your comments in the Q. and A.

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So if you scroll down to the Q. and a section you can leave comments.

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Questions remarks there. we've even though we will not be reading those during the meeting.

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Welcome everyone during this distributory evening. Very happy to have you join us.

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We are aware that we are having this meeting during midwinter recess, and not everyone who would have liked to join us is able to.

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So our apologies for that. But we are recording, and once it is available you can find the link posted on the website of the Cec.

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Cc. 30 org under meetings we're also aware that today's not like any other.

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This morning we'll walk up to the news of a Russian invasion of Ukraine, and as unreal as that sounded for many weeks.

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The consequences of the violence are very real, and our thoughts are with those families who have relatives, friends, ties to this area of the world.

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We move on to the agenda. So this is actually this is the first meeting in a series of monthly meetings.

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That's the Sony Committee. will hold we've planned meetings on the second Thursday of the months of March, April, May, and June.

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So currently those days will be March the tenth, April, the fourteenth, May, the twelfth, and for now we have a date set on June the ninth.

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This what we are doing tonight. We have been calling it a working meeting to hopefully get a couple of goals accomplished.

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We would like to get the latest updates on the process of the zoning, the zoning process in Long Island City, and we will want to start exploring the zoning process in sunny side as a consequence of the new

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middle school that will open next school year. We have 2 sets of guests, 3 guests from the Center for Public Research and leadership.

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April lists is here Kimberly, Austin, and Kyle, Kate Dudley, who welcome and thank you for being here, and the other the second set of guests from the office of districts playing in queens Zai

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Green and Rebel League, Lichtenstein. also.

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Welcome and thank you for for being here so again, you if you there's no special time allotted for for public speaking, but you can go to this Q.

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And a on the zoom. We will reach your comments questions and we'll try to take those into account.

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Remarks are are welcome. The The agenda well they're they're basically I can ask if there's from the committee members.

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If there are any issues that you want to put on the agenda right now or otherwise, we can also discuss it during new business.

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And the other agenda points is basically what I already mentioned.

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An update from Cpril, and the second point is the starting to discussion exploration of getting everybody in the zone and committing on the same page when it comes to the zoning of the middle school in sunnyside So If

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there is any member of the zoning committee who would like to bring up a new, a agenda point, Please let me know. and if not, then we move on to our first agenda, point which is the update on the

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ongoing zoning process the process that we have started in Long Island City.

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So I will give the mic to either Kimberly or to list.

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Thank you so much, Esther. I'm gonna go ahead and begin the conversation this evening.

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We'd like to share our screen to just display a powerpoint.

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So if I could have access to that i'd appreciate that buttons are side-by-side there.

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My apologies all right So i've got the access here and i'm gonna go ahead and share my screen just so that we have sort of an additional aid for our time together this evening once again.

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My name is Kimberly Austin, and I'm the Deputy Director of Quality and Improvement at the Center for Public Research and leadership at Columbia University.

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As Esther mentioned i'm joined by my colleagues Liz Chu.

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She's our executive director as Well, as Kyle Kate deadly.

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She is a fellow with us as well before we sort of move into the sort of big topics that we'd like to discuss for this evening.

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We just wanted to express our thanks first off to Esther for the opening remarks for today, acknowledging the moment that we find ourselves in in the world.

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Thank you, Esther, for sort of centering us in that moment.

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Thank you to Esther and other members of The zoning committee as well as any other Cec. members that might be on the call, and the broader public that are watching this right now.

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We're so grateful for yet. another opportunity to update you on the work related to the elementary school capacity in Long Island City.

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As a reminder. We are the vendor that was selected and hired by the office of district and planning in the Department of Education, which is known as Odp.

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You might hear that from time to time we were selected to facilitate a working group that will engage the community to generate recommendations to the Cec.

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And the doe about how to respond to the increased capacity among the elementary schools in a way that might also address some issues related to overcrowding and equity.

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For this evening, as Esther mentioned, We want to provide you with some updates.

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We know that we've been here a few times but we also know that everyone might not have been here from the beginning. and so we do want to just offer a quick review of who we are as well as our project goals and

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milestones. Then we'll move into the update of the working group.

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That'll be the majority of our time. and Then we'll move into our general process for community engagement. that's going to set us up into the next phase of work that we are doing, and then we'll close with next steps before we take any

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questions that the committee may have, or other members of the Cec.

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So again, my name is Kimberly austin and I'm with the Center for public research and leadership, and we really pursue 2 goals in our organization.

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First, we seek to help organizations like schools and districts and State agencies improve education and achieve their goals through our research and consulting services.

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Second, we prepare a group of graduate students from across the country for leadership, careers and education.

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So they, too, can help those schools, districts, and State agencies pursue their goals and improve over time.

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Liz and I are part of the organizational leadership, but we are supported by many other staff members.

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Our directors and fellows are highly experienced and a number of professions. So we've got folks with experiences and policy and law, education, research and even business, all of us come together and we do bring a shared set of skills around

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what we call stakeholder, engagement or community engagement.

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We also bring skills in bringing folks together so that they can review data, think about their performance and create next steps, And we're

excited to show more of the team members as the weeks unfold, including this evening Kyle. Kate.

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So with a little brief introduction about who we are we'd like to go ahead and review those goals and milestones for the project.

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So throughout this project it is really our hope that we help the doe and the Cec.

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Increase their ability to engage members of the Long Island community around what we might do to address L.

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Elementary school capacity. We think that that type of community engagement should be representative and inclusive, as well as meaningful and authentic, and i'll talk a little bit more later this evening about what I mean by that But

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Ultimately our goal is to help develop a set of practices and tools that we can use that are thoughtful and responsive to communities, so that everyone has a chance to participate, and that those processes that we use are shared across all

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the people who are involved. This particular project started around mid-january, and at that time we started a series of conversations with community members, and we also started some research which we call stakeholder mapping that work has now

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wrapped and incredibly we're getting ready to wrap up February as well, and during that time we're getting ready to launch our working group, which will be the focus of our update in a moment and in collaboration with that working

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group. we'll finalize our community, engagement and then begin talking with even more members of the community through March and April, so that by the end of April we're ready to sort of begin thinking about what we have found and

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sharing out those results in people with other people so that by may we're ready to report the recommendations to the Cec.

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And the doe supporting the working group, of course, in that process.

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So now i'd like to go ahead and move into some of the working group updates to give you an update of where we are right now with that group.

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This process actually started with just a focus on what we hope the working group will achieve.

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We want that working group to be set up to use a variety of outreach strategies to meaningfully engage a diverse cross-section of the Long Island City community, as well as strict strict leaders and staff and even other

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members of the doe. We knew that forming this working group would be a critical step in our larger community engagement process, and so we wanted to really get ideas from the people who live in the area, who work in the area, who represent long island city and to

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that end we invited all members of the Cec. to meet with us, as well as the superintendent and principals, parent coordinators, and members of the Pta, so that we could learn from them.

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And we really did learn a lot. One of the early things that we took away from this conversation was to really be clear about naming a starting point, and what I mean by that is, there was a real interest to name the set of schools that would

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be. This work being clear in the set of schools, that we're starting, this work is consistent with what people wanted to know also with respect to just transparency around the project.

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And so with that in mind based on work that happened in spring, 2,021.

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We can consult it with Odp, and they identified 4 schools.

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That would be this beginning set of schools, Ps. 76 Ps.

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78 Ps. 111, and Ps. 384.

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This would be the beginning set of schools that we would use to help organize our working group.

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And yet we really do want to stress that we're also thinking about the community engagement.

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Those folks that are living in and around those schools who may not have children enrolled.

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And so what We've heard from people the different neighborhoods that have come up so far, we've heard Court Square, Gantry Park Hunters, point Long Island City Queens Bridge, and Ravens Wood I sort of smile when

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I say Long Island City, because some people consider that the area and other people consider that a distinct neighborhood.

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But we're capturing all of that information and in fact just this week.

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Some of the Cec. were discussing the inclusion of the story of houses.

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This is a community that 3 people mentioned in the sort of thirty-plus conversations that we have.

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But when we check the school assignments those residents were not reflected in the 4 schools that I just named, and so at this moment they're not reflected.

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But we want everyone. We hope you hear us when we say that, regardless of the beginning set of schools, we want to learn more from the community.

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And so the list of schools you see here, as well as the neighborhoods that you see here that is like to change as we learn and engage more people in the community.

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But we wanted to be transparent about our starting point.

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So sort of going back to this conversation about how we might go about creating a working group.

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We had these thirty-plus conversations, and in those conversations we listened for things that everybody sort of had an agreement.

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Areas of agreement, and some of the things that we heard is that people were very interested in a process that was transparent, inclusive and equitable, that was focused on a set of schools which I've just sort of currently named that

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beginning set there. There was also an interest that the community engagement process includes lots of opportunities for input that it's centered on the voices of those people who are affected.

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And it incorporates some of the lessons learned from past work that it's been done and looks forward considering the community's future, especially its projected work alongside those areas of agreement.

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You might imagine we heard some areas of disagreement and they really indicate areas that we need to strike a balance both as April who's facilitating this process, But also the working group and so some of those

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areas of disagreement that we need to balance are really participation of those who have formal leadership role roles with those who may be affected.

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But they don't have, formal leadership roles We also want to balance the participation of families who currently have children enrolled in those 4 schools, as well as those who may in the future enroll their children or just

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may be members of the community. we want to look for opportunities for both remote in-person, engagement, and that we want opportunities that are broadly participatory in the in the time frame that's allotted to us for

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this particular project. So we took these considerations, and and we started thinking about what would be an approach for forming this working group again.

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Keeping in mind that that working group is really central to our community engagement process.

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We thought about those areas agreement and disagreement.

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We thought about centering the voices of those who are going to be affected.

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We thought about ways to achieve our project goals, and especially how to achieve those goals along the project timeline that we currently have where we landed.

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Following these considerations, our conversations is a recommendation to form a working group that has 13 to 20 regular members who represent the community at a minimum.

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We would have working group members who are representing one to 2 community-based organizations or other organizations in the community.

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We would have 4 family members representing the 4 schools that I referenced earlier.

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We'd have at least 4 community members who may not enroll children in who may excuse me, enroll children in those impacted schools, and that we would have 4 school employees. that also reflect those schools.

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We also want the working group to have a set of like really tough knowledge skills people who can answer all the difficult questions.

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And so the working group would also include some advisory members.

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These would be district leadership, the Cec Zoning Committee, co-chairs, and members of Odp as well.

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From there we sought to create a nomination process that again sort of leverage the existing connections in the community.

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And with that in mind, each member of the cec Odp and district leadership nominated someone who is a community leader or representative in the Long Island City area, or who is a member of a community that's not sorry

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That's a member of the community in and around who may enroll their child, and one of the 4 schools we asked the Cc.

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Odp and district leadership to really use their own definitions of the word leader as a way to create that space for both formal and sort of informal leadership as well as representative.

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We considered someone who may enroll a child in Ps.

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7678, 111 or 384.

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As someone with a three-year-old threek child living in the area.

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But we also welcome other nomination, other definitions as well.

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We also requested nominations from principles.

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At the 4 affected schools, and for those principles we asked them to nominate one family member.

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You and one staff member other than themselves. So they couldn't do a self-nomination.

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We presented this process to several people, and it formally launched on February the tenth, that is, when all of the nominators received their invitation.

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The actual nomination form opened on February the fifteenth, and that form closed very late in the day.

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On February. The 20 first sepal is now in the process of reviewing those nominations, and we'll gather feedback on the recommendations for the working group from the zoning committee co-chairs

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superintendent and Odp. all that said, We hope to send the invitations by March the first, however, we may need to be flexible with the date depending on the feedback that we receive from other people.

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So, just as a review here, we want to make sure that that working group is well positioned to do the work of engaging a diverse cross-section of the Long Island City community.

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And so we want to make sure that there is really a variety of knowledge, skills, and experiences that are being reflected.

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This comes first, and the people that are included. So, making sure we have families and teachers making sure we have both formal and informal leadership as well as community leaders and representatives.

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With respect to their experiences, knowledge, and skills we want to make sure we've got a mix of folks who know how schools work either as leaders or teachers.

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People who know or have experiences working with families, those who have lived in the area, and those who have knowledge of zoning laws, transportation, and building opportunities for really inclusive and equitable participation in community engagement event So

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what many of you might be waiting for is what have we received so far?

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We received 22 unique nominations from 14 people of a possible 18.

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We want to make sure we have all nominations.

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So we did check in with the people that we did not hear from so far.

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Of those 22 unique people that were nominated We've got a nice representation of different neighborhoods, Astoria.

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Not a story of houses, but just a story as a neighborhood court.

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Square, Hunters Point, Long Island City, Queensbridge, Ravens, Wood, and Sunnyside.

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We also have parents and other family members nominated, as well as diversity of employees, that you would find in a school.

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So from teachers and other staff that we have community members who have experiences, leading organizations that serve the Long Island City area, that we have those community members with experiences working in and around local government, and folks who have experiences leading

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grassroots community efforts. So we are excited to finalize this working group and report out those results to you all.

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But as we are nearing the sort of final formation of the working group, we're at a point to just let everyone know about our general approach to community engagement.

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Now the working group will finalize the final community engagement plan.

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But part of our role is facilitating that process for finalizing the plan, and we do have a general approach that we use for community engagement.

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And, in fact, in order to form the working group that had already really started our process, have taken some steps already where we met with people to identify community members to engage during that first step, we also engage in our own research on the history of Long

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Island City, as well as the issues that surround elementary school capacity.

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And during the step we also visited the area which is like a very fun activity to sort of start putting some places to names based on those conversations that we've heard.

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So the next step in this process that we follow is that we're going to finalize that plan in collaboration with the working group.

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This is where the working group shares their knowledge and their experiences to help us create a plan that is authentic to the people living in the area, and includes meaningful ways for engagement.

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And by meaningful we mean to create opportunities that equip people with what they need to know in order to share feedback.

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That's really going to land in order to share share ideas that can really be usable.

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So we really have an element of this that gives everyone a chance to learn a little bit more about the processes that surround elementary school capacity.

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Once We've done that, we are ready to Listen and learn working group members will talk with different community members, and so we'll members of Seepiril.

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We have team members who speak English as well as other languages.

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The first step happens alongside the third step in that the members of the working group and people.

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We're going to come together in working group meetings and to share what we have heard looking for those areas of agreement and looking for areas of disagreement. and when possible we'll start thinking about how we might address those different

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areas of disagreement, the final step, and again, it is one we are doing all along the way.

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But the final step is to really prepare and report recommendations to the Cec.

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And Odp So hopefully, you can sort of get a general fluid of what this community engagement process is going to feel like in March and in April, wrapping up at the beginning of may, when we share out different recommendations So as

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we close for this evening's update we just want to offer a few next steps before we take some questions we hope to finalize the working groups.

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Shortly, ideally by March the first. But we may need to be flexible with this deadline.

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This way we can spend most of March and all of April engaged with meeting different members of the community. April.

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We will start to be doing some of that analysis and sharing out what we're finding, so that in may we'll be able to report a summary of what we've learned and the recommendations and making these recommendations see for will

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facilitate as decision-making process with the working group.

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The meantime we really hope that this engagement process is one that does allow multiple opportunities for participation from folks on the call. and beyond that, we want to make sure that these opportunities keep people informed about the process, and what

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we're learning that they have a chance to explore new terms relevant terms and processes that they can share ideas.

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Listen to the ideas of others, and even grapple with some of those ideas for addressing capacity in the elementary schools, and of course invite

other people to get involved. and the next few weeks, please be on the lookout for a launch of a page on

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the Cec website dedicated to the working group.

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Thank you so much to Jonathan and other members of the Cec.

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For granting us this space on the website to keep people informed.

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We also look forward to announcing the working group Roles, or even the individuals as members, and we welcome all your comments and questions at our zoning committee meetings and at the regular Cec meetings.

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We're interested in hearing your thought of so we're right Now we're most interested in hearing your thoughts about how we might announce working group members, but of course we welcome any questions or feedback that the committee or the

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Cec. may have, and just one final point for those of you that are watching.

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We encourage you to keep attending the Cec meetings and the Zoning Committee meetings.

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If you do have any questions for us, you can feel free to email us at the email address that you see here on the screen.

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Thank you so much for creating the space for us to share this evening.

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We'll take questions, thank you so much for your presentation. Kimberly and others at April.

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Of course, Are there any questions among the members of the Zoning Committee?

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Kelly, go ahead. Hi! I just have 2 questions my first question is, when you're going over the presentation.

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It mentioned that Sunnyside and Astoria having representation on the working group.

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If we're talking about long island cities specifically I just don't see we're sort of taking voices away from the community that we're actually discussing to represented rather than you know putting them out to place where you know these are people

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that could have voices from queens rich these are people that could have voices from potentially enrolling their children.

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So I don't necessarily see why that's relevant or why that's important, And then also just sort of a comment. The entire zoning committee should be giving feedback on the formation of the working group and not just

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the co-chairs the chairs. essentially call the meetings and they publish the agenda and they start the meetings, but they're It's it's we're all equal on the zoning committee

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so. it should just be 2 people giving feedback if just a couple of points to bring up there.

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Thanks for that feedback Pelley into your first question.

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So the I. I think this is probably an important point of clarification.

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Those were a summary of the nominations we haven't finished identifying the working group members, and one of the things that we're doing right now is combing through all of the written information that we received to really understand why each person was

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nominated, and you know if in fact they are a fit for the criteria that can really shared in the slides.

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So I don't want to say one way or another if that particular individual will be on the working group or not right now, because we just don't know but what I can definitely agree with you on is the criteria around focusing

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on the people who will be really impacted by the work, so that the neighborhoods represented on that particular slide, just to recap for people who are who are listening or about where people came from who were nominated.

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No, I understand I just you know as we're talking about you know the reason why everyone is here today is because there hasn't been a meaningful effort in the past to have representation from the community as part of this process so

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To me it seems a bit distracting to move it.

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Then out of the community to have a voice rather than focusing on really representing the entirety of Long Island City. Yeah.

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But thank you, though, that's the clarification I appreciate it.

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And you also wanted to address. The second second part was that this is a remark she said. it was a point of feedback.

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I I will definitely take it into consideration. I mean we all will as a team. we're here is gathering feedback.

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So, thank you. I mean it's just you know I mean obviously being on the committee.

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And You know we like to be all of us like to be cced on the emails. So we can understand what's happening.

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I know what we're often left off of them so it'll be great if you know we can all keep track of what's happening, and you know, certainly I Think everybody on the zoning committee has a vested interest in

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giving feedback. that's why we're on the committee so just be great if it's very inclusive.

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Thank you, Thank you, Kelly, and next up is Depp.

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Thanks. Thank you guys very clear, as always. I kelly sort of touched on what I was going to say, but mine is sort of in reverse.

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So, in addition to the ability to give feedback, which is important, my hope is, and I I am taking that from what you're saying that you had mentioned Kimberly mentioned sharing out along the way along this process.

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So that even those of us who aren't in the working group can sort of understand the process.

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And I just want to say that that's incredibly important to me as someone with a vote at the end of this process to understand, not just where you got.

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But how you got there. So those shareouts are going to be very, very important.

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To me along the way. So I think you were sort of saying that that was going to happen.

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But that will be very important to me. the other The only other question I have, and it's a little bit fanciful, but also kind of meaningful, is what you guys thought like.

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You said that you came to the neighborhoods and i'm curious what you impressions were.

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When you came. Where did you go? how did you go to the schools like just curious, and I think it will be instructive to hear what your thoughts were geographically and and you know everything.

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Well, we we're gonna spend more time there so let me say

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I would consider this the first visit. we went separately so i'll share me first.

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I mean, I I focused my visits around the schools and basically started at 384, and went up and around and back and then tried to hit on some of the key community spaces some of the parks, that

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people had mentioned. You know. we had also heard concerns about certain streets and intersections, and and just kind of getting a feel for that sort of distance.

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And and and location was how I spent my time.

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But I know we will be going there more times including because we are and this is something to underscore from Kimberly's remarks. We're planning to do a major of in-person opportunities for engagement and

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virtual opportunities for engagement because we've heard loud and clear from some that in person is the way to go, and we've heard loud and clear from some that virtual is the way to go, and so we're going to be

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doing some of some of each, and on your on the former point.

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Yes, we do intend to update all along the way. We intend to come to all of these meetings whenever there's space for us.

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I know you all we're not the only thing that you have going on and and keep you.

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You know, fully fully informed about what the process and i've also been a few times, and each visits a little bit different.

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So the first time I definitely just wanted to sort of understand the circumference, and then other times, i've gone.

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I focused a little bit more on like what are the transportation access, like so obviously the subways within also writing the buses as well.

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And then i've also looked for different pre-k's We already have a great list of pre-k's that you know.

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Many of you recommended in day cares, but just also going along well also, and just sort of looking for ourselves.

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And I actually now spend a lot of time in the park it's a really beautiful and so lovely over there.

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So each visit. I always go to the park. I do have like a background in journalism, and so i'm also the archivist.

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I take a lot of photos I take a lot of video to sort of really keep it the foreground, even when we're not in the area sort of having those photos accessible.

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So that we're thinking about like how people's lives are experienced Thanks so much.

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It. It brings an additional deaf to hear your thought processes and how you guys are approaching this.

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So, thank you, my Japanese make the evening sorry i'm running a little late.

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I was visiting one of the children out on the island and hit traffic anyway.

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Sorry about that. Well, you're very welcome and thanks for stopping by Jonathan, go ahead.

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You has your hand up which park is the first question there's lots of parks.

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We have all, all, all down the the waterfront.

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Queens Ridge Park, and gantry and hunters points out all really great as someone who's never lived in Long Island City.

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I have made liberal use of all of the parks.

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I It was really just a comment about the neighborhoods I think there's a real tension here.

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Good tension, perhaps between thinking about geography here and thinking about schools and

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You know there are community leaders of in of this neighborhood who don't necessarily live in this neighborhood, and there are families who send their kids to school in this neighborhood who don't necessarily live in this neighborhood so I think There is

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some you know. there's some bleed between where you live whether you are a leader where you go to school all these things, and I I mean, I hope I think you're your your plan is accounting. for that but I just wanted to make

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that make that comment. Thanks, Jonathan. and yes, we, you know, even in Pta leadership in the 4 schools that are named.

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Not all Pta leaders have zone for the schools, you know, in the same way.

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So that, you know a typical family might be zoned for a particular school, so that's very very much on our radar, and we're trying to be inclusive and both hit people who are formally attached to the

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schools out as well as thinking geographically who might be you know very affected by this this particular work, and it and keep the recommendations coming about where where we're missing voices and things like that.

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We really want to hear that feedback all along the way and i'll jump in very quickly.

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Esther Queensbridge and hunter's point is where I've been spending most of my time When it comes to parks.

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You have a nice job just visiting Parks right?

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I want to before I go on to Fatima. I see you to your next up.

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I just wanted to acknowledge that we are lucky to also have Michelle now with us. And I also saw Marisa, the my co-chair here, Michelle and fellow community Oh, sorry zoning Committee member

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Marissa is here, too, so welcome to you both let's go to Fatima. Hi!

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Thank you, Kimberly, for this nice presentation and like I I will confirm all what Kelly and also, Depp says, like live members, and one of them that's are just like new to the zoning committee and we would

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like to to know, like every step, how it is to to do the zoning process.

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And I have a question like regarding the nomination like I thought, that's only people who are impacts or nominated later for the area that is impact.

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So how like people from Astoria or from East Almhurst would know, like exactly the Long Island City or the Hunter Point area more than the people who are impacted there.

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I mean, I would rather like see more people from the area that is impacted.

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Then like, have big or large number of nomination of people who are not infected from the area.

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So that's one of my concerns regarding like listening to people that are not in the area that is impacted.

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Thank you. Nintendo trips. Thank you so much.

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Fatima, first for the point of feedback on communication and transparency, and then second on your second point. Perhaps one additional point of clarification is that we did not get large numbers of people who were nominated from the neighborhoods that you might think of

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as outside, depending on how you're defining these things But we did not get large number of numbers of people from a story or sunny side.

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For example, though we were sharing in the spirit of transparency where everyone came from, that that was nominated in the process.

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Sorry. One more thing that perhaps I should say, Esther, is that

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Everyone who was nominated. there was a rationale for it to including a tie to the schools or to that geography.

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So there, weren't any we're still working on it that no decisions have been made just to be clear.

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But there, there, really wasn't a single nomination where someone nominated someone from outside the area, and there would be kind of no reason to think that that person had a tie to this particular area.

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Okay. Okay, Thank you. Michelle. Your next up. Welcome.

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Hi! thank you, i'm glad that I could make it and I apologize for coming late.

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I hope that you guys can hear me in i'm sorry if I put on my camera.

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I will lose my feed, so i'm just going to talk, but I wanted to say 2 things.

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Thank you, Esther. still you know sharing this this meeting, even though i'm not there to support you.

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You know, in the States. But I I wanted to comment that I know that you know people that you're gonna share the slide.

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So I I only came through half the presentations, and I did have some comments based on some feedback.

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I had gotten to from potential work. you know nominees and things like that that I wanted to share with you, but also share with the group, and we'll share that later. today.

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I wanted to comment that all. I also realized that some of the nominees and you can correct me, Liz or Kimberly, that it also involves community leaders in the neighborhood who maybe see run Cdos in the

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neighborhood pool may have active participation in the area, and I hate that word impacted.

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But I, you know, have active involvement. and what look?

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Who are seen as community leaders, but they may not live here.

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Is that true? Those individuals can also be nominated? Yes, and that would be an example.

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Michelle, though I haven't gone through the nominations in detail myself.

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So this is an example, and not necessarily a case, of what we received.

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But we did in questions that we got in the nomination process, said, You know, I know this community leader who doesn't live there, but they have deep connections with lots and lots of families, and would be really really helpful in the

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outreach process. Could I nominate that individual so that is that is a type of a person who could have been nominated? Okay, Great. thank you.

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That was, I thought that was my understanding. The other thing I wanted to comment on is that in terms of increased communication. And I think I just wanted to say this, maybe just to the group.

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I think that one thing that I believe in ethnic and correct me is that it's our hope and desire that we help facilitate, you know, 200 transparency, and information to the committee.

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So they can have decision, you know we're not we don't just call the meetings, you know, and and I think that's one of the reason I mean you can debate whether or not we should be the chair should be on

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the know the Budget committee or not but our role is just not to call the meetings, and hopefully we will do that, and that you, the Cec group, will call us if we don't do that you know if we don't help

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promote those things, help bring back conversation and help, cause interaction within our within.

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Our in our committee. Us. subcommittee group.

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I take that that role very a lot to heart, and I deal with outreach and kind of transparency. used to deal with it a lot.

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And I hope that we help to facilitate that it's it to be honest, is not really see process possibility is our responsibility as chance to see that that happens.

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So. the challenge, I think, is maybe to us, Esther, as opposed to Cpr.

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In terms of getting that information out. making sure that we're communicative with everybody, you know, and that's that's how the line of command should go I mean the chain that's not command that's how the you know the

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like the the chain should go, that we help to convey what what the group needs, and be sure that they get that information.

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That was just my question on it. also you know I don't know if it's a conflict.

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But if you need to get into communities and you want to come out, and you want to have Cec.

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Members help us collect you to help you be familiar. we would i'd be happy to, and i'm sure there'll be others also happy to do that as well that sounds great.

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We. We are looking forward to starting the formal engagement part of this, and would love to get connected with many of you is who would like to go on neighborhood walks with us and and be involved in the outreach?

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Process absolutely. thank you. Yeah, I can what I can quickly just comment also what Michelle said when it comes to transparency and communication.

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It's while we're definitely all equal on the committee that a chair also I do think that it's the role of a facilitator.

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There is absolutely no hidden agenda. It is really the the goal.

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Both of us to make this process as smooth as possible.

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And we just hope that there is a certain level. of trust that that we do that to the best of our ability, and there is nothing that we we are holding back or that we wanted. we just we don't have an agenda we're just

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trying to do our our job here. So with Kelly. Go ahead.

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Things, Sister, I just want you a couple of points back.

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I know I appreciate that, I mean, but we are all very equal on this Council, and we all have an equal voice, And I just want to be very clear that now 3 people have asked to be included on email chains that are on the zoning

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committee and you know it has nothing to do with thinking that somebody's hiding information.

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But the more transparent and the more it's for us to be able to follow along with what's happening.

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It's just Shouldn't. also be a problem to just put us in the Ccs.

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Just so we can follow along both to odp and also to Seepril.

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I think that's really easy to just so we can all see what's happening in the spirit of transparency.

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I would also just like to tap back to the formation of the working group and the tizen to Astoria and Sunnyside.

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Certainly I never meant to imply that if a parent happened to live in a story of but yet their child went to 1 11. if they went to 384, that they shouldn't be included

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I meant people that currently do not have children or live, that go to school in the community or live in the community.

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You know the concept of what exactly is a community leader is also subjective.

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What I may think and what you may think can differ.

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If somebody has a bunch of friends that live in the community, and where I think I think it was Kimberly or a Liz who just said that people said that they had familiar Tie-ins deep relationships with families in the

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minneapolis that necessarily to me doesn't denote community leader and especially if that is taking a spot over somebody who actually does have a child and lives and works in the community.

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And then also to that point, just you know if we could please just make sure that we're tying each other into the emails.

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And you know open transparency you know I appreciate you know when you're appointed to be a chair of a committee.

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Shouldn't be a problem to help you know continue to share, and I know that you guys wouldn't shouldn't have a problem with that.

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I do object to the use of the words like chain of command. i'm definitely a dissenter when anything involving command happens.

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So you know we're all equal we're all in a team.

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We're all equally passionate I every cdc member I see that's on here is taking time out of their break.

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Also to be here. we're all equally passionate we're all equally invested. I don't think that there's a hierarchy for that and you know I I think everyone here is doing a great job

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representing your communities and their interests. Thanks, Michelle.

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Go ahead. Hi: Yeah, Kelly, I just wanted to respond I also object to the use of chain of commands.

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I Didn't have any other word in my brain at the moment so please excuse the semantics, and and and hear the heart of what I'm. I was trying to say and we could also have this conversation.

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Later. What I What I was trying to convey is that when you have a large group of individuals that are working on a same topic, the reason why you form the committee is to kind of streamline that and to ensure like you like you

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mentioned ensure, or maybe it was dead image and ensure that the information is conveyed to others. Right?

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It can not it. I find it difficult, and we can have this discussion later.

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Also I find it difficult to have it all for one you know other than have someone who's going to help convey that information to the group, you know not censor it not translated, but the day to day work and sometimes

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it's difficult, but we can have that We can have that as a sidebar discussion for our committee in terms of how we want to operate, and I no way want to impose that you know in order for you to talk to Sepr you

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have to go through the committee chairs, you know, and I you know I agree with you.

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That kind of thing That kind of I hate what you think is acceptable.

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But I, however, do think there has to be a system and a method to to join this.

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When you have large numbers of folks trying to work on this topic.

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So that was what I really wanted to convey i'm really good at streamlining my emails and keeping up.

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It's actually easier for me to just be able to keep up as we go.

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So I mean maybe something that we can do is that we ask each zoning committee member if they want to be Cc.

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And if people have no interest in following along, and they just want to you know, come to the meetings that's their choice.

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But for me it's really easy for me to just read something if I'm.

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Cced. I have no problem following along, and when I have a question I text members of the Cec.

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To get clarification. But I have no problem just you know I would I'm asking as a council member to just Bcc.

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Okay, we can either discuss. I suggest to go on actually to our next agenda point, because we have 2 other guests, and we can discuss this as a null, not hold on hold up, or our current guests are guessed yet have to

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start. So let's let's move on thank you kimberly List.

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Call it Tate, who was here for your presentation and We will see you soon online, and maybe one day also in person.

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That's the goal. Thank you for having us thank you all have a good evening, everyone.

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Thank you. The next point of discussion for tonight. The last one is the or the the plans. Last one is the discussion of the zoning that needs to happening needs to happen regarding the new middle school in Sunnyside basically We wanted to

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use this evening to get all on the same page when it comes to the information that we have.

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It is a whole other zoning process. The There are a lot of new members, new Cc.

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Members new members on the Zoning Committee. So we have to.

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Still we have a learning curve on what all, what we have to do.

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What is our job? What do we have to look at, and what kind of information should we be asking for?

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We know that Odp, the office of District Ring, will be presenting on this in March.

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During our March Committee meeting, but they are already both available here.

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So welcome again. Zai Green and Rebella Dickton Stein from Odp.

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To answer any questions that we may have at this point.

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As we we discussed this, or we went over this earlier.

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So what I had to, or we had asked to have Odp available.

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If there were any questions, and I know from Jonathan, and maybe also Deb, who is already both too old hands, or this committee, who have much more knowledge about zoning and rezoning.

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If you can both either view, both of you. just bring us up to speed.

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What has been discussed so far. How is this the zoning of this school have been discussed in the past?

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I would love the opportunity to talk about it just because I was pretty heavily involved in all of this, as I emailed you guys the background, i'll just quickly reiterate.

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There is no zoned middle school in the sunny Side website area for Ps.

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And Odp, please correct me Where? interrupt me whenever I hit a wrong note.

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But for Ps. 11 Ps. 150, and I believe Ps.

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151, although yeah, no I think it's 1 51, too.

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They have historically gone across Queens Boulevard into District 24 to go to is 125.

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That would be their zone school so they have a zone school. it's just not a district 30 zone school, 1, 52 Don't forget.

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We then built 3, 61, and 11 are all part of that zone.

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Yep so they don't have a zoned district 30 middle school.

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One interesting thing that we've done is give a priority for those students to go to Hunter's Point middle School.

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If they if they like, or they can apply to that school with a priority.

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So gosh! I would say 8 years ago, and we have actually in attendance Mr.

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Sean McGowan in our in our midst.

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He and his wife, Deb McGowan, whose kids went to Ps.

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11 started literally grassroots, pushing, pushing, pushing, pushing on the streets, getting handwritten petitions to to push for a middle school.

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In this area, after years of really hard work, going to every pep, meeting, talking to every elected, they, they worked tirelessly to make this happen alongside the Cec.

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And Dr. Composto, and Odp and Sca.

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And we have this Barnet Avenue Middle School.

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Now I think that's that's the best Overview I can give thanks, and I don't know if John, if you want to add anything, or we can jump in with our I don't need to add much well first just

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to say that while I have been witness to a little bit of discussion of this school, a lot of it happened before I was on the Cdc. I actually was.

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I was witness to some of that. some of the discussions as a community member in attendance at Cdc.

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Meetings, and I have also been involved as a community member in other.

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In another rezoning in District 30. But this is my first time actually involved in this and the Logown city project, or my first time being involved as a Cec. member in in a zoning project.

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I I have a whole bunch of data that I would love to request.

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And so that was partly what I had asked the cares of this committee was.

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Could we get together and talk about it because I don't want to be the only one necessarily requesting the data.

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If there's anybody else who wants to know things whether it's quantitative data or other questions that they have about this area and about you know the anything I want to give people a chance to ask those questions.

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I have I? I have been thinking about this for for a while, so maybe that makes it easier for me to come up with these questions.

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But Anyway, that's that's all I have Zai if you want to.

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If you want to talk more about your perspective on this project. I I just wanted to also have something that the schools were zoned to is 125, which belongs to district 25.

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But they had bills in annex about 1015 years ago, and they built that for the district.

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30 schools problem with this I'm glad to hear the McGowans are out there because they worked hard to get this.

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So our children were not cross Queens bullets. Those schools were all zoned for 125, meaning our children cross month.

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Say we've had some situations happen over the years so it's a wonderful thing a great move, and i'm excited about it myself.

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I just wanted to give you a little history there about you waited a long time, and Deborah pointed out to McGowan's really did is this: They were quantitative, of course, with the Cec. are local politicians myself.

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But proud That talk about community moving the needle. they move the needle actually.

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Just want to mention one other thing that I think is important for folks to know.

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There was a lot of community non-school related community feedback that wasn't the greatest at the time the community members who live in that area who were not super psyched to have a school being built in their backyards

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this people would come to community board meetings, to pet meetings to all of our meetings.

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There was a lot of concern about kids running around and what it would look like, and we had sea come out and get give design presentations over

and over again to a sure folks that it would be aesthetically pleasing and it wouldn't

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be encroaching on people's property and all of this stuff.

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So I think we're gonna see some interest in the community or we could potentially.

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But that that group is out there the site wasn't a landmark.

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I I can't remember if it was it was a landmark. So there was some concern, architecturally, about using that site which was actually a dilapidated pool hall.

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So it's going to look a lot better as a school but that's just some community context that we may encounter again in zoning.

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Well, thank you, Debb Jonathan, Dr. Composer, for that history.

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This was all planned before I got here, and I think, before you guys hear Reba as well, right so appreciate the background.

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I think we were planning to talk more about the school at your March meeting, but I know you wanted to say Well, we would be here anyway, to listen to Seepiril, but I think we can talk a little bit about standard data we would give and

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then, if you have additional data jonathan maybe that's that's the place to start.

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We so doth, and you did a rezoning from the community side. Deb.

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I think you've done probably many right so 1 2 some sum Dr.

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Capacitor. I feel like You've done many we reb and I have done a few.

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They're not in district 30. So yeah I think I think we will start.

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So this is gonna be different than the super long on city process, and in some ways in that it'll be the Odp driven.

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And then, you know, and you again once again, or the the voting body.

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I think we will come to the March meeting and talk more about timeline and process.

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So I don't want to too specific about this q 429.

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This new new building right now, but would love to take any specific data requests.

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You all have, I think probably we would. These are probably data requests.

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We maybe you would present, anyway. and then, we I think at that March meeting.

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We'll do because there are a lot of new members we will do one of our kind of standard rezoning presentations, meaning like what is rezoning, just giving everyone the basics with the timeline and kind of legal

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steps like we do for an a 190. as you probably all know, that is one of your big responsibilities.

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You are the voting body on rezonings.

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So I think we're yeah I guess I don't want to say too much before we kind of get that presentation together and send it to you.

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But I would love to hear Jonathan you mentioned debt, or request any data request you have, or or if you all have specific questions about the process that we should be answering in March.

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Hum. so I can. Yeah, I can, and by the way John that we'll take notes.

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But if you if you happen to have them written down and so I have everything written down, but I don't I don't know. I mean I can let committee members let me know if they're interested I mean i'm happy

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to share my screen. Read out some of the data requests.

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You know this is on the one hand it's definitely a more conventional project than the long- City Project.

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But it is the little bit unusual because it involves cross district zoning, and there are also Queensbridge buildings that are zoned for is 125.

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So that's another you know potential to topic so but I don't know committee members.

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I can just send I can send these requests to Odp or I can share my screen, and we can look at them together. or Odp, if you'd like to to look at them now to clarify any any of these requests and

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does anyone have any any, I would I would like to if it's possible before we go into the data request.

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What I would suggest is if one of you say or reba can just talk about the process, so not it doesn't have to be as long as you plan to talk in March.

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But just some quick steps, because it's different from the zoning that we're talking about in Long Island City.

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And then, yeah, if Johnson, maybe you just scared share your screen to point it out.

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And then just you know, whatever comments we have that can be added and done, send everything to Odp.

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But if others have other suggestions, please speak up so if you're, one of you can just go over to the the process itself.

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Yeah. So we will do this, I think more elegantly next month with a Powerpoint, and if you want us to come back to a calendar meeting and do it for the public as well we can certainly do that, But you know the

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the basic process is really we. you know, we on our end gather, we this new building.

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We need to plan for it. We would gather the data on our end.

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We worked with our own analytics team, you know we would look at things like overcrowded schools in the area.

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Geographic boundaries, etc. and we would come up with an initial plan.

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We're like we think planning for this building makes sense I'm not saying this will happen here, or not. but I'm saying in some other districts we have actually gone to the Cec.

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And talked about. there's a new building, coming do you want it to be a zone school or a non zone school, or what we used to call choice schools that that can certainly be a discussion, and we may know we may talk about

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that next month. also. if it is a choice school, then you know, then we would work with the Enrollment Office to talk about admissions, priorities.

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If it is a zone school that's when our a 185 process kicks in so we would. you know we would come to you.

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Probably the first meeting would be this: This what i'm talking about. But again, in the Powerpoint form, and a little bit more elegantly, and we would, We will have you know, a map of the new building and just some of the data

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you you've seen in our district data summaries but targeted on this new building.

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The next stage. If we decide that zoning is, in fact, the correct thing to do, we would, on our end come up with a kind of an initial plan.

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What we think makes sense based on things like zone size on retention.

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You know, almost always, especially in Queens Travel patterns are quite important.

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Dr. Composer you mentioned, not crossing Queens Bridge, you know. We kind of look at Major Streets, etc.

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And we would come to you with an initial map. really initial plan.

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We would talk to the with Dr. kimball's help We would talk to the principles of any affected schools as well as the slts of schools.

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You all, of course, would be invited to all those meetings and really, then, it's it's a little similar to the Lyc thing in that.

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We want community feedback. Think this community feedback is is what we're kind of used to getting like you know you all.

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And then the the Slts and the parents and principals are the kind of boots on the ground that know the neighborhoods well like they, you know.

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Someone might tell us Oh, actually that's you cran across that street that's a certain geographic barrier that we maybe didn't know about looking at a map.

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Or oh, actually, you probably want to keep these treats together because they're a certain community that just stay together like kind of the local knowledge.

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We would then iterate on that map if it is, in fact, a zoning until everyone is, you know, fairly satisfied, we would look at things data wise like we you know, we would plan to school to fill and to alleviate other

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schools in the area, but not not kind of decimate the populations of any other schools in the area.

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Right that's always a balance in queens often That's often there's a lot of overcrowding so often it's easy.

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We would look at, we would look at that at those numbers I mean that's kind of the basic process, and we would iterate on the map until ideally, we're all satisfied and we would present a map to you all

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that you would vote on. ideally, we would not present the map to for you to vote on until we know you would actually vote Yes, on it, because we would have had these conversations ahead of time to get to a map as zoning map that

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does make sense for you all that's kind of the basics and I get out.

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We'll do this more elegantly, in march with with with actual data and powerpoints.

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But so, if I may, yes, please the the biggest piece for the Cec.

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Is the. We go to each community in each school and talk to them and present these maps.

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We do this whole piece where we show the maps, and everybody has a word of what they think, and they come back.

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And then the district planning moves the maps around and we move it around, and we keep doing working on it until we come to consensus.

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I don't can see everybody told me a 100% happy but we take a moment.

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So that's a good piece that you you as a ce usually do a good job at going to our communities and talking to them with the district, meaning and myself explaining what's going on and what what new lines will look like because

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that's what everybody wants to know. what does it look like what does it mean for me?

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Yeah questions we almost always get from, mostly often from the Sults.

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I think the Ccs. you might know this, and this is the same with the Long Island City. Zoning.

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If you are in a school, right? If you were a you know sixth grader in some certain middle school you get to stay in that middle school.

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This just affects future children same as this elementary school Rezoning?

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Yes, and often, you know I think there's often heavy Cc.

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Presence of these sult meetings where we talk to the school communities.

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Because you know you all do represent their interests. and you you are maybe the experts that doesn't know what kind of questions to ask.

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But the goal is the goal is to make everyone happy. That is maybe not always possible.

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But the goal is not to the goal is to account for feedback.

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And you know again, things like geographic feedback. And what makes sense?

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Couple that with our analytics, and what makes sense from us numbers wise.

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Timing wise. So this building's opening in 20 September, 2,023.

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So we would want the rezoning. We would ideally want a rezoning vote by, say, October of 2,022, so we could.

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If it is you know, if it does a zone school, it could go into the various admissions directories.

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So parents applying to the school would know. So we would.

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We would have meetings, you know, from March through, I guess. however long it takes us to it right to get to the right map, and with the targeted vote in about October, Thank you.

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Zai. let me. I see 2 hands up. I also had a question, but maybe other deport Caliso will be asking that. So a depth.

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Go ahead. 2 things. The first question I have is, at what point?

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Because I find that this is an area generally speaking with new schools that i'm.

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Constantly surprised by a concept of a school or a focus of a school, or the things that don't necessarily involve zoning.

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But sort of come hand in hand with a new school, things that involve enrollment or involve academic planning.

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At what point do we start talking about that? and How do we get the community community input into what kind of a school it's going to be.

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Yeah, and to that end I also just want to and i'll be chance to answer that.

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But I want to propose to the Zoning Committee to perhaps consider a subcommittee that to reach out to the community I know

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The McGowans would probably love to sit on that and have input into that.

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People feel from that community. or you know, just a forum to hold with the doe, to to hear what the community is interested in.

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So we do that. By the way, we do that with all of our new schools.

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Once we we get to decide on the building, and we select the Ia principle.

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That principle, then, with parents and community members to start to talk about what kind of a school that they want.

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And if you remember that community, we didn't prom promised them that they would be heavily involved, because they were looking for very like green type of school re type of curriculum going on.

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So. Yes, we will go back to them and invite you back the table with us.

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The big Pca. You have to know is it's all parents, too, that have children in the who sit at the table when we started to make those decisions.

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It just always feels late that we're doing that you know it It feels like It's something that should be discussed.

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Now, you know, like we heard about Gotham Tech coming, and we just we heard that this Stam robotic school was coming, you know, like, How did that come about?

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How did how come the communities weren't consulted if they wanted an art school, or if they wanted you know, I don't know.

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So I feel like we're that piece is always late when it comes and maybe should be. and I don't go at what point the doe starts.

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You know, having those enrollment talks and bringing them into the , into the party? Yeah.

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And actually I was just gonna say once, the zoning is done. That's when we then have the lines drawn and they can figure out what who gets invited to the party.

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Yeah. So I will say. and Deb, this is a conversation we kind of had with Gotham Tech as well.

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Our office. Does that like the zoning, the planning that way? I think Dr.

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Kabasa, you would be the one maybe the Cc.

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Should talk to about the educational like plans and priorities of the school.

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It agree with you, David, that that should be a community conversation, and taking that to Hartford for all future new schools.

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So I think we should start talking about it now. but It's you know we're not the educators. I think Dr.

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Kabaza. you'd be picking the project leaders soon be principal.

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So I think that could be maybe you're looking at what you call a concurrent conversation with the Zoning.

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So It's a it's a district conversation not a doe community conversation. Sorry it's not an odp zoning conversation.

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I'm happy to be involved, but that's not my expertise.

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I think the educational plan would be more a Dr. Composto, Cc.

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Conversation about it. and then my other, my quick question is At what point do you present our first map approximately like, if you're coming in March, Do we get a map in April?

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A map in May like, What do you think yeah and i'm thinking? probably more like me.

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Okay, next up is scali I just have a couple basic questions. I'm not as familiar with disoting process as I am.

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As we're touching base on long Island City just because the 4 schools that we're talking about in Long Island City are already established.

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So we sort of have a little bit of understanding of those schools.

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How many seats will this new middle school have and what process I don't know if maybe this is a Dr.

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Compostor question. But at what point do you decide like?

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What sort of regents of middle school is going to offer i'm not very familiar with that process yet.

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So i'm sort of curious about learning how you know the when it's a new school being developed, how you decide what will be offered, and when it's announced to the to the families i'm just not familiar with that

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and also jonathan i'd be really interested just because i'm trying to become more familiar with with the process of zoning just an entirety.

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If you said you had some information if you wouldn't mind emailing me just so I can look at it just so I can. Just for myself.

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I'd really I think it'd be helpful just for me to understand. Yeah, sorry.

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And that's second point, Kelly We we will we have kind of a basic rezoning deck that we do for reasons we probably have to tweak it. We definitely have to tweak it a bit because This is a new building and

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you know your own district. We will we'll be working on that over the next few weeks, and we can certainly hopefully get it to you a couple days ahead of time.

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If not, we will send it to you definitely right after the the meeting.

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But that would be that kind of basic education for any, either. any community.

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Members I want to come to the meeting or any new cc members.

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That's what that That's what we intend to do on that march the tenth.

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Okay, that'd be great and do you know roughly how many students.

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It'll be at the school. I do has the new building has is going to be designed for 725 seats.

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Oh, okay, Well, that's great thank you we'll answer you a question about the regions.

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All of our schools are encouraged to do regions where in this algebra for all programmed or district where we are starting in kindergarten with our children for algebra for all.

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So that when they get to to middle school they will be able to take those regions.

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But understand, these schools grow year by year right so in other words, when we open up the school we'll be great 6 only.

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Then the following year will be 6, 7 to the third G is 6, 7, and 8, and as we grow, the principle along with the community makes these decisions on, you know, do we want to get a stem that we want to do What whatever the

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community makes those decisions as you move forward. but we do one year out of time.

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That's why, I know lots of times our families like to do all 3 years.

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But it's really very successful when we grow a school one year at a time.

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Thanks, Dr. Camboso and Kelly to your question.

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Kind of just about the general process I said we'll talk about that on March the tenth at length, with a you know, like an anchor document on the Doe website on the district planning page there's some info

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about 185. The chancellor's rag but also some previous rezonings.

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We've done both the Jackson. heights rezoning and district 30 for elementary schools, and a recent D 24 rezoning for middle school.

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So if you want just kind of like a first glance at and what that looks like, the finalized powerpoints from those conversations are up there in our I don't. Our public. I can drop the link in the chat Oh,

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that would be great. Thank you so much. I appreciate that.

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Thanks. Good memory, Riba and Jonathan just to Kelly.

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I think maybe you are referring to the data requests that I have, which, when I send a hard copy to Odp.

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I will all Cc. the Council as Well, so you can have a copy of any that I'm.

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Requesting, or that anyone wants to add to that I just.

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I had 2 comments. One was that so? I I had talked about this a few months ago at a business meeting, and I I actually finally got around to contacting the office of school design because the question had come up about Gotham Tech how did it get

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to be designed that way. Suddenly we just found out there's going to be this robotic school, and like nobody knew how that got decided.

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And so I actually I reached out to them today, which is today so you know haven't heard back from them, but invited them to come to a Cec meeting and present that wouldn't be until the spring.

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So. But just a question. There are they involved in Middle School design as well, and maybe that's for Dr. Compasso.

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Is that like? Is there collaboration between the office of school design and the and you?

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Or is it just you don't know absolutely They jump in they helped us with 390?

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8, and all of our new schools 384 as well.

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They help us absolutely okay. so that so hopefully that'll help us I mean, you know, I don't know about the timing, but it will help us in the future to better understand these processes and maybe help.

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Us to like, you know, wedge ourselves in a little bit earlier.

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If we know how these, how these timelines work so I just wanted to call that out. I hope that they'll accept the invitation and come to speak at one of our calendar meetings.

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The other thing I just wanted to say, and maybe this is premature.

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But but you know you mentioned Oh, you decide first thing you do.

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You decide whether school is zoned or unzoned and I just wanted to say that you know there's a place where those 2 meet.

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You know, a school can be unzoned but have a geographic preference, or have a preference for students from certain certain elementary schools.

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And so there's a place where there's not much of a there might not be much of a practical difference in the enrollment of a school that's unzoned, but has a priority for certain elementary schools,

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or certain geographic region, and a school school that has a zone.

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So I don't know if there's something i'm missing there.

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But I I know that you know obviously this school is is coming out of need, or a perceived need from the community that that they need a school in the district. so I didn't want people to be scared by saying Oh, this would be

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just unzoned and it wouldn't be they wouldn't necessarily have priority, even if it's under zone, there could be priority for those communities.

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Yeah, I think it's possibly so well go ahead Dr.

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Gapaza, I can tell It was like a little slight legal legalities difference that I mean that probably was going to say basically that's what we do, right.

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All of our middle schools have a zone. but once a year we have the middle school family.

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We take over the middle school, go out and show that they're wares, and have a fair.

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The parents come from Willow, and we do have a lot of cross ventilation going right across the district.

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It depends. So I would. This new middle school is well would be a part of that.

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You know there'll be a zone. but they will also join the middle school choice piece that we do once a year.

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Yeah, and just if there is a zone school you're right? there's like kind of a subtlety between zone and sorry zoning and and enrollment priorities like that's But Anyway, if there is a school with a zone.

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That basically means the first priority to those seats goes to students in the zone.

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And those you know. And do we kind of is everything possible to serve the students in the zone?

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Because if you're zoned to school you have you know essentially illegal, right to go to the school unless they can't fit if and then and often, if a school doesn't fill with zone kids, then you can

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you know, move outside to to non zone kids or you could have I guess a straight admissions priority to certain elementary schools.

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But that's that's essentially a zone so I mean I think it's it's kind of we would tend to zone, and if you're in a zone you would you would you just create a zone I don't see the practical difference

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but I believe that legally we are a zone district and I think that we have.

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We're supposed to zoom like in state law unless they change it like they did for district one that that they had to actually legally change to to a choice district.

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But i'm pretty sure legally speaking we're supposed to zone our schools.

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So. let me look into that more. I you may know more but my understanding of district one is, they had schools ever zone, and then they just made it all unzone.

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Right. so they're all at district one it's an elementary rate elementary.

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Yeah, I didn't know that was a state law thing I don't know.

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But I don't know I don't know for a fact, and if if you think d 30 has to be zone, let's look like, let me figure that out because I that I didn't know I will I just want to

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in this in the I mean my question that I that I wanted to ask, which has been kind of half answered now.

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But now I have new questions based on it. the the zoning, nonzoning.

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Where does like a school like middle school, like countries point community middle school fit in because they are in the district.

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But they are not zoned. yeah that's why I did I mean, as far as I knew, there was no requirement for any school to be zoned.

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That would be a kind of dear. We saw Cc. decision, but they do have certain priorities.

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Let me find it for you, because I know also D. 28 was was switching from a zone to an unzoned.

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At 1 point. I don't think it precludes having an un zone school, you know.

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I, but but I think that we are technically a zoned district.

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I will find I will look that up find a joke That's that's interesting.

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I just want to throw in there something also always being federal.

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Our parents, the parents who, from the at the Long Island City area, was promised that 291 would be a potter rezoning.

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Once you Zone needs elementary schools. They then have to be zoned to a middle school right, and we have over there 126204.

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This new middle school that they'll be coming over and lic as well, and that all becomes a part of this.

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So. yes, once you finish L. zoning your elementary schools those schools that you zone, then we have to figure out what middle schools are they zone for?

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Yeah, So let's keep having that conversation depth interested in anything you find doesn't have to be right Now let me give you an example.

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When in District 26, a new building opened up, and we went to the Cec.

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We talked to the superintendent first, and we went to the Cec.

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And like made kind of a consensus decision that the school would be choice or unzoned least for now.

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And so it's opened as an un zone school that was done 1,000,000 collaboration.

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Let's see 26 and there are reasons for that at that point I would do 91 that's exactly what we did with 291 Yeah, all those years at 290.

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One has been here. they've been on zone they do all these years.

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Yeah. So that is certainly in option, and we can certainly discuss it.

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And if it is, and I think maybe that's what we'll start with next month like that kind of bifurcated choice zone or non zoned if it is non-zero, I think we could talk to the enrollment

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office about priorities. but from what i'm hearing from what you all, said the especially Deb.

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What you said in the beginning, and I think what you've said to us, Dr.

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Capaco. There are geographic reasons for this school to take kids from the like from the area that it's currently going to Q and 25.

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I don't think we have we're not bound to those but I think that's something we wanted to kind of explore and listen to, which would kind of lead us to a zoning.

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But we don't have to yeah and I think one thing that will be really helpful when we come back in March is that we'll be talking with all of this talking about all this with maps.

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So I know we're talking about, you know the existing zones, both middle school and elementary school, and being able to point to kind of where those overlay and and the different priorities, and how they're actually showing up on a

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map, I think, will be helpful, too. and i'm hearing that we need to just clarify kind of the difference between the zone and the admissions

priorities, and what those look like and how they I think currently exist in district

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30 schools. and then what we would want to see in this new building.

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Yeah, we could throw that in our deck. Do want to put out there just for my zoning committee members that this community has been traveling across means boulevard and just lines and across to Long Island City for as Long

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as i've been around and prior to that and so they have been very, very promised a zoned school, so I would highly encourage that we do zone this school.

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It has been in a big big promise that has been made to this community for many years.

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All right. Thank you. Thank you for that background information, Jonathan, do you?

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Yeah, go ahead. You have your hand up. Yeah, I I should say we we do have at least 3 unzoned middle schools in the district.

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Young women's, leadership academy has a middle school baccalaureate starts in seventh grade.

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That's also middle school. those are both unzoned and Hunters Point Community middle school. So there are.

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There are there are definitely. we have a mix of zoned and and unknown schools.

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I think that I think the question might be, is address within our district lines?

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Must every address within our district lines have a zoned middle school that is like, Does that map need to be complete?

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Oh, that's not that's what i'm saying I Think that every every person has to have a zone to go to That's what I mean by being a zone district understand thank you right so.

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It's unzoned. where you where you may or may not have a place that you're guaranteed to go got it.

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That makes sense. So if you could, take up with that law, or whatever it is that would be helpful.

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Yeah, Dr. Capaca, I was just gonna say bachelor, and you know, women's leadership are screen schools as well.

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So those 2 schools are, you know, like you said middle school and high school put together.

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But they're screen schools. Yeah, Okay, okay so that makes sense, because obviously, when he lives in the district has to have a middle school to go to, I do think some districts do it a different way.

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You don't have a zone. but it sounds like district 30 if you love somewhere there's a zoned middle school, but that doesn't us. There sounds like There's also unzone.

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Middle schools. The question is, what which should this be there are there's a history where it's kind of expected to be zoned.

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For example, the kids like the like the kids in long island city, even though there's 291 and summer zone to 78 summer zone to 204.

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Like they all have an address, even though that's not the pattern that they tend to go to.

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They all have that got it? Thank you. Address: Yeah, that that Okay, Thank you.

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That just flipped to switch my brain that I got. Thank you.

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Okay, Anyway, this is helpful, Jonathan. And if you want to just email us and copy this Council on any data request you have depending on how extensive they are, we will pull as many as we can by March Yeah, I mean,

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I, Esther had suggested had suggested sharing the screen to show them, but I don't.

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I don't have to. how long yeah I mean I just I just I wanted.

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I guess I wanted to say the other part of this that is partly the it is is the is the sort of explanation of some of my data requests is that you know we want to think about about integrating our middle schools

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whenever we have the opportunity to do so. And So how does the zoning or other admissions? policies?

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How do they affect? How do they improve integration within the district? This is a whole.

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It's a whole system, you know, as you know introduction process says we have, we have some choice throughout the system.

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So how does the choice? How does this new school? How many, how many seats are available for choice, and who are who are likely to take that choice, and how you know how what tools do we have to?

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Perhaps. you know, with this rezoning help to integrate other schools, you know how.

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How how can we? How can this I mean we don't have a lot?

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But that is that's part of the the the the what's behind some of the the data requests.

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But i'll just share it, and read it out just so so that my committee fellow community members can see it, and you know.

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Oh, host. disabled. can you, Gail? Can you give me permission also?

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If you just copy us on the request, I mean in just in the interest of time, it's 805, I mean, if we'll see it on on the email request.

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If you copy it's fine that's fine fine with me? is there anyone else who would like to see it initially?

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Because it, but in the interest of time I agree with that, and we had.

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I think we had a good discussion. Start off of this this topic of this of the zoning. Yeah, I hope that people are more on the same page. Yeah, go ahead.

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Yeah, I just have one other one other sort of bigger picture question, which is

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Do we need, or should we be inviting people from District 24?

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To this conversation, because it does. It does seem like it there may be some effect on them.

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I don't know what you know outcomes could be changed by inviting them, but it does.

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I I just wonder you know, from your experience. Yeah. So I know we the Do we not meet Excel in here yet? had done this across district?

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I think the 2,004 d 30 rezoning.

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I need to think about. Do we go to Cc. 24 separately?

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Do we invite them? Do we maybe do a joint being?

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Do we do some separate, some joint and I so Yes, it is quite likely right.

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If we do zone this building, it's quite likely that students who currently go to Q.

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125 will then be rezoned which would then be.

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I think we then need a cease to 24 vote as well.

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We need to kind of. So let me think about just scheduling wise.

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But it sounds like potentially, you're willing to have joint meetings with them.

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I certainly am willing to have a joint calendar meeting, but if you have to Tester and and Michelle can can speak, can speak. Yeah, yes, true.

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So I think we would do forget the crosses, but generally we would yes, absolutely do some presentations at zoning committee meetings.

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I think we would also want to do some calendar meeting So they are public, and that's where we would get public comment on the maps.

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So we we would likely do a mix yeah I think and just to be totally clear for us here on expectations for March the tenth. That's when we'll come and kind of start talking about the building and you know the existing

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schema and the job of the schools in terms of you know, utilization and demographics, and whatever requests you all make to then ensure whatever would you know?

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Be kind of this. Yes, and when we have a better sense of the plan, would probably be the best time to you know.

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Loop in D, 24, and Cc. 24 I think His eyes point in everyone's point definitely 125 is part of the conversation.

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We will not show a draft map when we come on March tenth.

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That will be very initial in terms of like grounding us in where we're starting, and where we're going

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So just in terms of expectation. so that we're all in sync about that conversation.

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Yeah, thank you, Rebecca. I think it will be something for the near future to see if it makes sense.

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If it's meaningful to have meeting together with these 24.

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But i'm certainly open to that and we can discuss that in the in, put other committee members, if that's something that is of interest.

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Yeah, And I think, David asked initially, when maybe you all could expect to see an initial map like we're thinking more like maish.

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So yeah, March, and potentially April would be more preliminary.

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But and we have to vote on this by next march correct That's like No.

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But before that, because you have to vote on it by next March.

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Yes, no, no sorry you there's, no pps you you were the voting body, i'm thinking 1 25 because it's change in utilization for them.

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Perhaps, but maybe not never it would just be zone.

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Yep no you're right right so october November, so that whatever of 2022 for admissions for 2,023, you're I mean there's a world if yes, I think if we maybe would do some

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in Q. 125, if they all of a sudden have a lot more access based.

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But that would be a whole separate thing at this point other editor Questions for utter's eye, or riba from any of the committee members.

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It's very quiet. Then I'm going to thank you both of you, Zai and Riba, for hanging out with us this evening.

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Thank you for the whole 90 min, 100 min with us.

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Thank you very much, very much forward to seeing you again in in March.

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Thank you very much. Yes, and we will see you as using all right we're on a and then is there any questions.

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Is there any new business that any of you wants to discuss?

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The only new business Would that I would have would be our next meeting that!

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But I already have announced that so is there anyone who has questions, remarks, new ideas, and again it's just totally quiet. So my only question was, if there's desire to do some sort of Subcommittee about

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the Sunny said Middle School I mean maybe not maybe it's gonna happen already.

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I don't know I don't know if anyone else is interested

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That idea of doing that because it's it's gonna be here.

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I mean they're they're opening in less than a year. maybe just if we can help spearhead those conversations, or just host a forum for community feedback on it for a jumping off point for when it happens you

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know, and Dr. Compostor does it. I don't know hey?

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I think that's a good idea I know you mentioned I know that the the the McGowans were the you know the family that you mentioned earlier.

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I mean I don't think we necessarily have to reinvent the wheel.

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I'm pretty sure they've done community outreach I don't see why we can't build upon that.

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I mean unless someone objects to it I mean it yeah I don't think we have you're right.

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We don't have to reinvent the wheel Perhaps once the dust settles a little bit on lic we could devote one of the summer or fall zoning committee meetings to to that and and say you know we're looking

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for specifically have that be the agenda perhaps I don't know. and I also, i'm not sure if we can do that in the form of more formal subcommittee, if that's even a thing or just

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people who are spearheading at people who take on that role.

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One or 2 I can do that if there's interest after July.

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I can. I can round folks up just or put together an agenda, or just get the word out if we want to do that.

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But i'll bring that back up again. over the summer and see if we, if we want to do that, I think it'll be helpful to hear from the office of school design.

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To help us know how to best maybe help help that or how, when, and how to get feedback on matters of you know designing the school.

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Yeah, I mean, i'd like to tell them what we want rather than hear what they have.

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And then we build, you know, like we can better we can have them twice, I mean, you know, like what i'm What I invited them to do is to teach us about what they do the first time.

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So, you know, once they teach us, then we could say please come back in the fall, and then we'll we'll invite, you know, know, anyone You know the community members to come and and will what we can we can do more of a

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intentional kind of proactive. Yeah, I mean I think they the school is is pretty designed. this one, anyway.

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Because they've shown us the plans like in detail.

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There was, and I and I recall up the time there was a lot of concern like, you know.

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Why are you building it this way? And Actually, one of the McGowans is an architect.

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So she had a lot of specific thoughts along design, and they came repeatedly.

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Mike Marisola. came. and showed us maps in detail where the library was going to be where the elevators are going to be.

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So it's it's pretty designed already i'm I think for the future.

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That would be great for new future new schools so I don't know how much input we could have at this point on design.

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But certainly on the character of the school what the nature of it. I mean we could.

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We can't suddenly have them design a ballet studio but you know it's not what when I when I say design, I don't mean the physical design of what's where I mean the programs the programming of the

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school. But now that's office school design I I think it is it is.

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That's that is that was my impression this is not the Csa.

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This is not the the right the the ones who are designing the building.

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They're not aren't architects These are working with principles, or perhaps firing principles, you know to to you know who decided who who came up with the the the plan for Gotham Tech you know that it would that it would

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have the principles and the the I don't know the specialties and all that stuff that's what that is what I took them to be.

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So the way it works is, Superintendent picks what they call it a director.

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They turn into the principle if they get hired through the C. 30 process along with that direct.

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I'm going to go back again. the office of design does guide them as they vote, because there's a procedure that the local the local parents who are in the school should be on this design, team as you call it along with of course, community

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members. Sometimes it might even be a local politician on it, but they guide the process.

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But the process is sort of already set up as a system in place where they do all of these pieces where they meet with the community.

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The community to them our parents, who are going to be in the school.

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They sit at the table. Matter of fact, the truth was on us that you get to go to Cec.

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Man, but Katrina set on it for 384.

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That time. So I think loops that on at the 3 9 that you know, and they they sit with the community as a team.

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We understand that all these New York City schools have a curriculum that they have to follow.

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Now you have to do, Ela, but certainly you can pick what Ela program.

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You want the same thing with math and science but we follow the New York next generation standards, and we do have a curriculum that's in place.

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Now there's different pieces, of course, as we teach our pedagogy.

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Whether we go for You know a very progressive piece where we can do in District 30 inquiry type learning and and project based learning in all those pieces that that's what using the committee talks about.

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But the curriculum You might pick what reading program, or what math program you want to do.

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But other than that, we have to. You know the State regional.

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A certain amount of minutes and times in the process with each subject area that we have to put in.

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But there's always a little wiggle room like that Some goes for the stems.

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I'm like to do the odds. those pieces like that but as far as the State standards we follow them the next generation standards, we prepare our children to ensure.

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Kelly took a little bit about the regions, you know.

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We have talked about before New York state that's what we do and that that's my impression like the doe is going to just be checking off those boxes.

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It's the community that decides the problem is we always come in so late.

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Like you say, Dr. composto it's like wiggle, you know you can wiggle a little here and there as opposed to if you look at like the charter schools like growing up green for example, is an

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environmentally focused school. but it it They that was by design, quote unquote.

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And so they have composting areas, and they have flower beds.

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And they have, I mean, that was like built into, an you know as much as they could.

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But that was a foot, you know. That was how the school was invents, you know, like that was more than just.

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Oh, we're gonna you know call ourselves an arts magnet school, and we'll put on some place like it was, dear.

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It's a little different, and it might be too late for sunny side.

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But for the future, when we build schools I feel like before we're looking at this northern boulevard site, it should be. the community should have been involved, but way before construction started into what they wanted to see what they were interested

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in. So I like the idea. i've never seen that but I like the idea where you know you you're really getting a community together as before.

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You build the building. Yeah, Yeah. But that's all all right. I see Michelle wants to follow up on the point at Kelly earlier brought up about the communications with Cpr Michelle Maybe she's.

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Having technical. Yeah, I don't Well, I I would I would please request to be Cc.

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Even Bc. seed like I think it's it's not a I hear what Michelle is saying that too many cooks, you know, make it difficult to plan logistics on stuff.

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But you but I would love to again. I think process is important to follow. so I would love to just be seated, or Bc.

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Seed you know with an just to to observe I don't think it's too too difficult.

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She's letting us know that she cannot talk but she will follow up

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If no one has any. Oh, Jonathan, go ahead!

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Never mind. there's no other business Then I think that we are basically done for the evening.

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I would like to thank our administrative assistant kill.

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Go ahead to take time out of her very basicification and and attend our meeting.

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And of course, Dr. Composto, thank you for being here, and thank you all.

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Can I have a I would like a motion to adjourn motion.

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Yeah, there's marissa second there's a sec second second, and it is 820.

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One brings it to a close. Have full, a very wonderful evening.

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Thank you all. Hi, everyone. Good night. Good night, everybody, and I.