

WEBVTT

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This is your first time at our meeting. We're gonna give you a special welcome.

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Hmm.

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Thank you for being with us tonight. We come together as a council once a month to meet with the superintendent, relevant dle parties, employees, and stakeholders, and the parents in the I hope you all have our agenda as tonight, we will hear from the office of district planning and the office

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Of student enrollment will also be discussing the capital projects for our district schools as well.

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You will also hear the superintendent's report from Dr.

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Composto on the state of our schools. If you have any questions, suggestions are concerned, please be sure to stay until the end.

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We will have a public comment period, and we want to hear what you have to say.

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I also want to let everyone know that our seats will be up for election this year tonight is actually the first night of candidate of the candidate application period, which is open until February thirteenth.

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To complete an application you will need to have an active Nyc.

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Schools, account so please don't wait another day to open an in.

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In last. These schools account. If you have not done so already, because you, you will need it to not only complete a candidate application, but also to vote as well.

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If you don't have one, talk to your parent coordinator, tomorrow is very important.

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That you go for the people who will make up this council because we make decisions that impact your children's education in the schools in our district.

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Voting will also start on April 20 first. So I think next couple of meetings will be making these announcements to remind parents the importance of having a mixed account so that you can either fill out a candidate application Anne so for parents who are running for those feet on our district education count so thank you

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very much. And, Victoria, would you please call the role

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Sure. Good evening, everyone. Deborah, Alexander

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Good evening, present

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Christina Berwett.

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Christine. I don't see her, Kelly Craig

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Jonathan, Greenberg.

00:04:46.000 --> 00:04:47.000

Present.

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Present.

00:04:49.000 --> 00:04:51.000

Juliet Norhji

00:04:51.000 --> 00:04:52.000

Present.

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Flasy malik, roughly.

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Presence.

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Victoria Medal is present. Michelle Moore

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Present.

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Marcel, Santos

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Whitney, Tucson.

00:05:04.000 --> 00:05:05.000

Present.

00:05:05.000 --> 00:05:06.000

Present.

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As over hall.

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Present.

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And Kimberly Androve is late to to school. Thank you. Everyone

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Thank you. Victoria, so this meeting was called by Cec.

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30, and will be moderated by myself. Whitney, Tucson, and our administrative assistant, Gail Cohen.

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So this is a public meeting, and it's being reported tonight.

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We will have 2 public comments, sessions following the district, planning and office of student enrollment presentation.

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You can comment on that presentation but the other items are on our agenda.

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We will ask that you speak at the end of the evening.

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During the public agenda, and speaking time. And so that is in relation to our superintendent report, and the other items on our agenda.

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Please speak at the end, at public speaking, at the public agenda, and speaking time comments will be limited to 2 min, however, if you're using interpretation, you will have up to 4 min.

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We will, you will be given a 30 s warning before your time is up.

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We apologize for the abruptness, but we would like to hear from as many speakers as possible, and in the meeting, and a reasonable hour.

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First we will take comments from participants who have joined via computer in the zoom room.

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Please press the raise hand, button to raise your hand. This can be found by clicking on reactions at the bottom of your screen.

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We will call on those speakers in the order in which they raise their hands and manually unmute their microphone.

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When your name is call, please give us your name and your connection to the district.

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Please do not raise your hands at this moment.

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Second, we will take comments from participants who have called in for interpretation.

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We will ask the interpreter if anyone on the Spanish line has any comments.

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If you want to speak, please state your name and your connection to the district.

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Third, we will take comments from participants who have called in by phone gale will call out the last 4 digits of your phone number and will manually unmute your line to allow you to say yes or no.

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If you would like to say something. If you want to speak again, please state your name and your connection to the district.

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Finally, please use a. Q. A. For technical prompt. If you aren't able to speak, you can also put your question in the Q.

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A please, include your connection to the district in the Q. A.

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As well. Questions will be read following each public comment, session, and during the public speaking time the chat feature has currently been turned off, and the Q. A.

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Again, is used for 2 purposes. First, if you have questions related to the meeting technology or protocols, please use a Q&A for that, and we'll respond as soon as we can.

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And then second again, can't speak to put your question or comment in the Q.

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A during those sessions of the agenda. Questions in the Q.

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A can be read at the end of the public speaking. Time and additional comments and questions.

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Can always be addressed to the CC. The email at CC.

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30, at schools. Nyc go. So the first order of our business is a presentation from the office of district planning, and the office of student enrollment for the Long Island City Elementary School planning.

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Oh, Reba and Daniel, turning it over to you.

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Thanks. Whitney. Good evening, everyone. I'm Reba.

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From the office of district planning, and I'll let.

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Daniel introduce himself, as well

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Hey, folks, Daniel Hildred, here for the office of student enrollment

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And before we jump into a Powerpoint presentation, I do want to just turn it over to Dr.

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Composto quickly to introduce what we're talking about this evening.

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Thank you. Riva. So basically, I just want to start from the beginning of all of our schools in District 30, we have 41 schools and all of our schools are in good standing, and I think to me that's the most important piece that everybody knows that our schools.

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Have such a wonderful piece. The social, emotional piece in the academic piece we teach to the next generation standards to ensure that our children do really well, academically, and we listen.

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We hear their voice, and we want to make sure that they're a part of their learning which is key for us.

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So throughout the district. We have all great schools. So tonight, we're here to talk a little bit.

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About 384 and 78 to talk about the Dia diversity in admissions.

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Piece in which we will look at the being. The ability to do this.

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Dia in 384, remembering that all of our schools are great schools in District 30.

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Take it away. Reba

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Sure thing, and Gail, can I have permission to share my screen? Please

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Thanks, Dr. Compasto, and for folks who might be new to this conversation, I'll be sure to give a little bit of background to.

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I know. Dr. Kimposto mentioned. Okay, schools. We'll talk about why we're focused on those schools.

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Specifically. And also, he said, diversity and admissions, I'll be sure to explain that as well.

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I just wanna know if I if you can see 2 slides or or one slide 2.

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Okay, let me just click that somehow.

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And at the end we'll be sure to also share our contact information.

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So we can stay in touch and continue to answer questions

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So just to give a little bit of background again focusing on Long Island City.

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All of this

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So the rebate. I'm sorry you you can see both screens and a little bit small.

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Is it possible just to do one slide at a time

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Yes, that's what I thought I was doing. Give me 1 s

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You what you did have that. But then it it switched over to 2.

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You had it for a moment

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Yeah, you got it. You're good.

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Okay, awesome. Thank you. So Long Island city schools, elementary schools are all zoned except for Ps.

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3, 84, which is down in the bottom left-hand corner of this snippet of lic that we have on the screen, and 3 84 is non zone.

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But it's serves as an overflow site for student zone to Ps.

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78. So kind of this whole area of hunters point in the bottom left hand corner is zone to 78, with students being served from this zone across the 2 schools, and then another point that definitely has brought us to this conversation and many conversations that we've had over the last couple

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Of years is the Queen's Bridge Houses, which is the square just north of that 78 zone, and those public housing units are all zone to different schools across district 30, and we had heard some feedback.

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At concerns about travel, distance, and family members who were interested in understanding.

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Kind of why that is, and talking about the impact that has on them.

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So all that background has brought us 2 conversations about Long Island City, and also the new building that is in when we opened it Ps.

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384, with recited there as a non zone school.

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But we've been talking with the Cec. And the superintendent and the community about what the admission structure should be. For that school.

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We formed a working group last spring, and we hired a vendor to facilitate community engagement, and that working group was made up of teachers and parents and community leaders who helped us with surveys and a few different conversations.

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We're ultimately we got recommended. That said that we should look into resilience, this area to create a zone for 384, and also to prioritize what's listed here?

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Which includes having access to a school close to home, prioritizing diversity in schools addressing the Queen's Bridge zoning dynamic, which I described on the last slide, providing students with equitable programs and resources and access, and then continuing to conduct engagement which is what we've been

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Doing, for the last few months, as we've been meeting with the Cec.

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In public settings, and then also with the area S. Lt.

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Is, and or Pts, and then from there we like, I said.

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We're meeting with folks, and we were looking at kind of the possible options that could meet those priorities that the community outlined through that process, and our team at district planning Dr.

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Composto, and the Cec. Discussed a few different options, and we looked at data that informs rezoning work like zone retention.

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How many students go to their zone school available space? How many kindergarteners really each school has space for.

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And then the building capacity, so total. How many rooms, but also just the number of seats each school has, and we came up with a couple of potential rezoning scenarios that were high level?

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Not we never proposed any maps or lines. What we showed kind of what the size of the zone would be, and what we came to see was that in order to accommodate students based on that space and the building capacities we'd have to make the ps 384 and 78 zones quite

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Small and and much smaller than they currently are. So we kind of heard some feedback on that.

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And then came to what is diversity and admissions so diversity admissions is a priority.

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It's not a rezoning, and this is ultimately what we want to propose for the incoming kindergarten cohort for ps 384, it's our recommendation based on all the feedback that we've heard that this would kind of meet all of the

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Priorities that have been outlined, and what that looks like would be students who live in nitrogen.

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So I mentioned Queens Bridge. There's also other public housing across the district, but we know families in Queensbridge and nearby.

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The school are interested in having another option that's closer to home would be prioritized for 20% of kindergarten seats at Ps.

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384, the remaining seats would continue to be prioritized for, and the goal of this change again would be to increase access to a high demand school, which is 3 84 for historically marginalized students, particularly residents in queensbridge and then

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Would also help bring 3, 84 closer to the area.

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Demographic, The Long Island City schools have an average percentage of 58% of students who qualify for Frl.

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The neighborhood has that, but 3 84 and 78 are lower than that.

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So helping to kind of average out the area demographic.

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So these would be kind of this would be the change, and that would be the rationale as to why, and then what that would look like.

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Here's a chart that describes how the priorities would work. So you'll see there is 2 kind of parallel columns, and I'll pass it to Daniel to explain this, because this is his area of expertise

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Sure. Thanks. Riba. So basically, the way diversity admissions would work for a school like 384 at least.

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Under this this idea is that you'd be taking a percentage of seats, and you'd be prioritizing them for whatever priority group that you identify.

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So I know niche housing has been sort of focused on as a as a targeted population to prioritize for this school.

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So let's just use the example of a school that has a 100 seats like for kindergarten classrooms.

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So 20% of those seats would be prioritized for students who live in in nightshare housing and the prioritization for those seats would go in the same order as the other side of the class in that students zone to 78 would be so receive top priority.

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However, we know that there isn't tonight to housing within the 78 zone then we'd be looking at siblings.

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Students who attend the pre-k, and then other families in and outside the district.

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For this priority. Really, what we're the the group of families we're trying to get at are in Priority Group 7.

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Here, families who live in the district, who don't already have a student attending the school necessarily, or or pre-k, because we assume those are actually families who are just sewn to 78.

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The other 80% of seats were filling them the same way.

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We've always have. So prior to the 78 zone than our siblings Pre.

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K. And other families in the district. We never reach. We typically, never really get through many of these priority groups because of the 78 zone, and needing to accommodate families across 78 and 3 84.

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But it's it's my belief that we actually would be able to prioritize 20% of seats at 3 84, about 20 seats.

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For families who live in niche and still be able to make sure that families who live in the 78 zone could be accommodated at either Ps.

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78 or so, again, 2 buckets of seats.

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Here 20 going to families who are prioritized with that demographic indicator, if you want to call it that just basically having lived in niche. And then the other 80% of seats going to families in the same way that they basically always have since 3 84 has existed

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Thanks. Daniel.

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Yeah, I think I'll stop there. Thanks.

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Yeah. So the one thing I'll add before switching to the next slide is again.

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This wouldn't be a rezoning. This would just be a kind of an added priority to the existing structure, and this also, and for folks who are here who were involved in the planning for the new middle school is kind of a tool that we have where we can see who chooses this option so

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if we do set these 20% of seats for families or prioritize them for families who live in niche, and then we understand who chooses that option or who hops into that over time and prioritizes 3 84 on their application that could help us down the line should we do a

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rezoning with some of the planning to understand the demand.

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Kind of outside of the zone. So again, this is just kind of a a tool in our toolkit outside of rezoning that we have been talking about for some time as a way to add more access and and options for families who live in public housing will also still prioritizing the 78

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Zone who have been accommodated across these 2 schools.

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Historically. And then, just to describe the impact more, this would be for incoming classes.

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So, students who are currently at any of these schools that we're talking about would not be impacted but not lose their seat.

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Families who list 3, 84 on their application.

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Again, 20% would be a prioritized for niche, but it would be within this priority that does prioritize the zone.

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The application closes, later. In January, so we've been talking about this for quite some time, but as we're really getting close to this as an option as a potential plan, we do want folks to know that there's still time to prioritize through 84 should we move forward and

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and if families in nitrogen do want to exercise that priority or apply, and then again, we can continue, and we'll continue to talk about rezoning.

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We've talked about some new capacity that will be coming online and planning for that, and just want folks to know that this is kind of going to continue to be an ongoing conversation as residential construction happens.

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I know that's been an ongoing focus in the community, and you know kind of year over year.

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We look at data and seat numbers and target. So this for us would be a year for next year, or we can apply this change as a way to again, kind of be responsive to the feedback that we've received and open up access at 384 to families who have indicated that they want

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It. But we'll continue to engage and and discuss what the long term plan will look like for Long Island City as new construction opens.

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So we'll pause there. I have contact information like, I said, but I'll bring that back up after we talk, and we can discuss and answer questions.

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And I actually am gonna pull up on the screen before I close out.

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Just, the the definitions for these things. This is a slide we've shared before, and we kind of talked about it, but just want to highlight the difference between a zone school, which is what Ps.

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3, 84 or sorry. Ps. 70. It is three-four, is not zoned, and then what a priority is which is their zone priorities, which gives

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Entitlement. If you live in a zone or priorities like Dii, which kind of again put you higher on a on a list, but aren't necessarily an entitlement or a guarantee

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So I'll leave this up for a minute, and then I'll turn it back over to Whitney.

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If you want to facilitate Q. A.

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Thank you so much, Riva. So we're gonna start.

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See if we hit any council members that have questions, and then, after our council members ask their questions.

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Get questions from the attendees, the public attendee.

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So the first hand I've seen

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Yes, quick. Question. Daniel. You said something that I haven't heard thus far.

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And I just want to clarify that I heard it correctly.

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You said that the goal would be to fill the 20% of satisfied seats with kids from nitrate for for the CIA priority, and have all families who were zoned for 78 to have a a seat.

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The I was under the impression that we couldn't do both that we were, that the the capacity would not allow for that did I hear you correctly?

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First.

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Yeah, so just to be totally clear in order to let's just take last year, for example, for the for the current school year, in order to accomplish all the families who are zone to 78 across both schools, we had to over offer pretty considerably, meaning we're offering more placement

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To these schools than they are available seats, and we do this with the understanding that there will be just natural attrition that we track every year, and that we calculate.

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So people get offers to these schools, and they don't actually end up registering this year.

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There's actually kind of a new element at play, because gifted and talented programs are also on the kindergarten application this year.

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So those offers are gonna go out at the same time allowing for some of that sort of natural attrition to occur.

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Families who may have held onto a zoned offer to 78 or to 384, and then taking the G.

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And T offer later. They're gonna get that gnt offer upfront.

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So based on what we've seen in terms of the over offering and the attrition that takes place just normally as well as adding in the the new factor of G and T.

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Offers going at the same time, I believe, and and again, I can't guarantee this, but I I believe that we're going to be able to make 20% of seats available at to families in niche.

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And still not have to overflow any 78 zone families to a school other than these 2 schools

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That is news to me. So my understanding was that 384 was full, though that there weren't. There wasn't like an empty kindergarten class.

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Okay.

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So where? What's what's the difference between this year and last year?

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Or am I incorrect in that assumption

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I will say I I looked at live ats at today, and of the 100 kindergarten seats that they have they have 82 students.

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So again. You know, Daniel and I hesitate to use the words guarantee, because it's not a perfect science, but as students do enroll in gifted and talented programs, or move out of the neighborhood or things change even though the zone size is bigger than the you know.

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The kindergarten seats available across these 2 schools.

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Historically students zone to 78 have been accommodated across those 2 schools, and there has been some space, you know, not a lot, but enough that with a attrition and with the trends that data Daniel, just described, we feel pretty confident that this will shake out in a way that

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Doesn't displace anybody.

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That's that is a big, big, big news, and really great to hear, especially with the new capacity coming online for future growth.

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I just want to point out that that chart was a little confusing to me, so maybe it it might be like a little confusing to to new parents, and I just want to sort of say to the audience who a lot of whom I think are new to the system if you have any questions about what any of this

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Means, please please please ask. It's a lot, for you know.

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We told all of all of the prescription parents of twos and three-year-olds to come.

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And it's we're there's a lot of DOE lingo there's a lot of we've been here a long time and been negotiating with this a long time.

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So please, please, please raise your hand right in the queue, and we really want to hear from you and answer questions

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So if I could just jump in for a second I wanted to recap on a few things.

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So because I met with Reba today, and that so out of the 100 seats we've only used 82.

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But the dia, when anybody tend to send it, can change like if we feel that 20% next year is too much, we can look at it and change.

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And the third thing we looked into today was there's 2 new buildings that are opening up straight across from 384, and already one is open, and we have taking in 14 children.

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But digging deep with data is always so important, and Daniel informed me, out of those 14 children only 2 were kindergarten.

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The rest were in different grades. Just some facts

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Yeah, so I think that's an important point to highlight.

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I know when we have met with us. Lts. And as we've met with community members, there's definitely concerns with the residential construction and the new students who are showing up and that's valid, as of course, there is a lot of housing going up in the neighborhood.

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But we do have the data to to look at that. I can take continue to monitor it, and you know as many units as there are.

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Hello!

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The actual number of kindergarten students who show up year over year from all of that we don't think again.

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Will be like catastrophic, and and should that number continue to change or above to Dr.

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Composite, because this is not a rezoning.

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We do have space to kind of continue to read about

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Hold hand. Thank you.

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They have a set old hand art. Are you? Good? Okay, Jonathan.

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Thanks, Whitney, and Thanks, Reba and Daniel.

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I have first just a clarifying question. The the diversity in admissions priority that you're proposing is for students who either live in niche housing for qualify for free introduced price lunch is that do I have to understand that correctly.

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We I actually, I noticed a an error on the Powerpoint, and I fix it.

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So we talked about that, and we wanna prioritize nitrogen because those would be students that don't live in the zone because there's no nitro residences in the 78 zone.

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And when we qualify, when we do nitrate and or frl, there are students who live in the 78 who qualify for frl, so those students would already be captured in the priority for 78, because that's the the zone that's prioritized at

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the school, so we don't want it to be, and or because then that those 20 seats might fill up just with students who qualify for Frl.

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In the 78 zone, and this is a way to prioritize niche, and those 2 students kind of simultaneously are already prioritized.

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So it should just be nitrogen for that 20% bucket

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Okay, thanks. That's it.

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And I can also pull any of the the slides back up, if that's helpful, too. Kelly.

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Or sorry. What New Year, facilitating

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No, no! Go ahead, Kelly. Kelly, thank you.

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Yeah.

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It's a team effort, I guess, to Daniel in kind of what Dr.

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Combustor was saying, does that take into a fact that there are 2 Tfc buildings and 2 Gothic buildings that are staggering with the opening in?

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And in this year they will be opened at full capacity in Hunters Point, but to that also include all the buildings that are opening in Court Square, because Court Square is still in 70 zone, and there are buildings that are opening there which the children would be zoned for is that also including that

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Yeah. So my prediction that we're not going to need to overflow any needs on families beyond these 2 schools.

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If they don't want to, you know again, people may choose schools outside 78 and 3 84 is really based on historical acceptance.

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Rates and attrition rates so what I've seen based on the data since 384 has existed.

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It doesn't take into account necessarily a very long term.

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Prediction of these buildings, suddenly filled with families, with young children.

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However, we know that even so, a building at capacity is not going to have a Co. Twenty-five-five year olds. Necessarily. So they're they're just gonna have different age groups sprinkled across the grade spans of the elementary school so reva I don't know if you guys have done any kind

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Of mapping out of that kind of thing as an office.

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But from what I've seen over the years that I've worked on this work is that a single building, even quite large ones, don't actually impact the kindergarten enrollment at a given school in a very acute way.

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But yeah, it's something to watch Kelly, for sure.

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I mean because

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We. We need to keep an eye on it and see what happens year over year.

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The 4 kindergarten classes at 78 in the 4 kindergarten classes at 3D.

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For this past year, and the year before have all been at capacity so I guess I was just curious how even more buildings are opening and just seems like the math didn't quite especially these buildings are like 40.

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Something stories high, so I I don't know how many units that is, and I don't know what the statistics are.

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Maybe interesting. I don't know if you guys have any information on that.

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I'd be interested to know historically like, if you have a building that has a 1,000 something units.

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How many families registered, I mean, I don't know what department that is, but if you do, I would appreciate looking at that, and I guess my other question would be, What is the plan if it goes to?

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If the first bucket and the dia are nitro families, if they opt that, and then it pulls from an underutilized school.

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Is there any sort of plans for, like the schools, especially, that are extremely underutilized?

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So we're not. I mean, what? How do you guys manage that?

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Yeah, that's a good question. And and to the first question about the housing and the development, that's more, my team than Daniels team.

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And we definitely are tracking that. I'll reiterate that we looked specifically at that Gotham South.

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There's like go through north and gossip

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I'm forgetting the exact. Awesome. Yeah. Got them, whichever one just opened.

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And Dr. Kimpaso said, from that building that just open and and does have people living in it.

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There have been 14 students who have shown up. 2 of them are in kindergarten, and only 8 of them are at 3 84, so some of them might be choosing other options.

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So thinking about these buildings? Opening, how many students show up each year and not being spread across all 5 grades at a school?

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We are, you know, going to continue to monitor it.

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But like we're, we're not based on that data.

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I think we still feel pretty good about the numbers we're talking about for today, at least.

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And 3 84. This year is, is not full on kindergarten.

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They have, as of today, 82 students on kindergarten out of a 100 seats.

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So I I. These schools have historically been over utilized, but as kind of we see, you know, the discharge data we've been looking at and just the city wide trends.

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I think we need to kind of as the pendulum.

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Swings just keep being I don't want to say reactive because we're planning.

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But mindful of of that, and just continuing to monitor kind of year over year.

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And then your second question about the underutilized schools.

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So one reason we are proposing Dia, like I said before, is to really, I think, see if families from nitrogen are willing to travel to 384, we've you all have raised concerns about transport transportation and travel hardships.

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So you know, we're hopeful that this will promote diversity, and we'll provide access because we've heard that that's what people want.

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But that doesn't mean that 20 families who live in niche will choose this option should they?

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You know, I think we've heard a lot about under utilization when we were looking at the the 4 schools in the area at 1, 11 and 76, and I know enrollment has gone up.

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At 1 11, and we've heard from some of the families in Queensbridge that they didn't know that they could go there instead of their zone school across the district.

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So I think, like our main plan to address under utilization would be information sharing.

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And just making sure folks know what they're options are.

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And then also I do think we're gonna continue to talk about rezoning long term, which is definitely a solution, especially when court square school opens in a few years and parcels C will make a date for that.

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I think we'll have, like all the data, and also all the capacity that we need to make like a really comprehensive zoning plan for this neighborhood that meets kind of both ends of the spectrum.

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The overcrowding and the under utilization

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Sure.

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Okay, thank you, Daniel. Thank you.

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Thank you, Daniel. Thank you. Reba. Do we have any other council members with any questions before we turn it over to the public

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Okay. I'll take that as a note. So thank you, Daniel.

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Thank you. Reba. Michelle is going to be calling questions from our public attendees.

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Thank you so much

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Okay, great. Thank you. So if anyone out there, if you have a question, please raise your hand so we can call on you.

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So please raise your hands. The first hand I see raise is Chase Steinberg

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Chase. I think you can unmute yourself

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Yeah. Yup, just did that

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Okay.

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Yeah. So I have a question. Let's say your math is off, and there's a 104 kids who are now gonna be slated for 3 84.

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Come September. Does that completely shut out the 20%?

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Or now, 24 kids have to find a new place to go to school

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Yeah, so this is more a question for enrollment.

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So in in this situation, where we really feel that we can't over offer.

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And again I want to be clear for almost every school across the city.

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We are not treating one student per seat in the sense that we are over offering, taking into account historical attrition.

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So I am planning to send more than a 100 offers to, and Ps.

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78 individually, in order to make this happen, but

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Sure, sure. But what happens in the case that yeah, you can fill every single seat from kids zone

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Yeah, and and so the 20% is gonna happen if there is demand for it.

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So you know, if this is a plan that really has the support of the school leader and the school community and your yourselves, then that 20%, if there is the demand is going to, it's not going to be shut out because there is more 78 zone phones than than available seats there is a

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Scenario in which that I do not think is likely.

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Where we cannot accommodate all 78 zone families.

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Across these 2 schools. And we need to consider an overflow option to other schools in the district.

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And I just want to say, Yeah.

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But if that happens is that including the 20, so 20 kids wouldn't get in because you put into diversity, put it in the diversity in action, even though there was the demand for those kids to go.

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Is that? Yes or no?

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No, I just wanna make sure I understand your question. Are you saying, would the 20% of the diversity admissions priority group not get in in that scenario

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It if you could put a hunt. Yes, if you could put a 100 kids who are in the zoned area, and will you?

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No.

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And diversity and inclusion would be shut out, or the 20 other kids who were zone be shut out

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It would be the Zone families who are shut out and and that's one thing that I want everyone to understand.

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And again. I can't predict much beyond what I'm seeing for this year's data.

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And what I've seen in the past 5. But right now I don't think that's a scenario that would happen.

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But it could happen

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Okay.

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But absolutely yeah. And I think a lot of that has to do with how much we are willing to rely on historical attrition.

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And I just want to say there have been years where it's been extremely tight to get every Zone family from 78 in these 2 schools, and that has that

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But you're well, but you're willing to take the risk to shut those family in

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This is not a personal proposal, so I I'm not willing to take.

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Yeah.

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I understand that, but the district or the zoning area is willing to take that risk

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I think that's a question for you all

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So.

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Right. So I I think, and I'll just kind of jump in for a second.

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So based on the again, the feedback and the priorities that we've heard from the community we've heard that diversity is one of those priorities, and that there are families who want access to 384.

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So reconciling that with other priorities, like having a seat at your Zone school, I think we do feel like this is a a good plan.

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That kind of checks, all the boxes, and, like Dr.

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Compasso said at the top, 3 84 is not his own school, even though it does get priority to his own.

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So students there wouldn't necessarily be capped like an overflowed like we do at zone schools.

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But they would be matched to other options on their kindergarten application, have that have capacity, and I think Daniel families can list up to 12 options.

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So this would run through kind of the typical matching where families still in the zone get priority to 78.

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But should there not be capacity, they would be placed at another option

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And you keep referencing historical data. But are you looking forward at how many kids are in the Pka in Court square area right now, in all of District 30 as well as the threes?

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Because you're only talking about historical. But it doesn't seem like you're talking about all the growth that's upcoming

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Yes.

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We do take growth into consideration. I mentioned the residential construction, and also, you know, these schools both have Pre.

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Yup!

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K. And students who are in pre-k at either school are part of the 78 zone, and we mentioned that those would be priority groups, too.

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So we we do plan for that. But again, it's not one to one or perfect science, with all the the assumptions and the and the trends that we have is is how we're proposing.

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And looking at this and what we want is is feedback.

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From the Cec. And the superintendent as to whether that's how folks want to move forward.

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And you know, Dr. Kimpaso mentioned how he feel strongly that all of the schools in in the district are good options. I don't know, Phil, if you want to talk more about maybe why, this is like when we think about calculated risk something that comfortable with

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So then, if if all the schools are good options, then why do people want to leave their school

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I am so sorry. I am so sorry to interrupt you Chase.

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I'm so sorry, but it's been longer than 2Â min, and we have to get to the other parents.

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If you do have any other questions, please feel free to email Daniel and Reba.

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I appreciate the back and forth, but we do have to give everybody too many

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Sounds good

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Thank you. So, Michelle, can you please go to the next person

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Roy. Next up is Margot Lavarski.

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You can unmute yourself

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Thank you. My question is around 78. Why is the conversation only talking about rezoning?

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And is there a diversity in admissions?

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Policy already in place at 3 at 78, or any plan to address the diversity there

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Hi! Saw that that question in the Q. A. Thanks for asking it.

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So 78 is a zone school, and 3D.

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4 is not, and zone school is the first. Priority is El Zone students, and not 78.

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They at this point, more or less fill up their kindergarten with zoned students.

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So kind of the priority buckets as I had up on the screen, which I can pull back up.

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Go zoom, you know sibling pre-k zone, and for 78 we never get to the bucket of students.

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Cool or just district. 30 residents outside of the zone, because we fill it up with students who live in the zone, which is why there is really space to add a di a priority at 78, because it's zoned whereas 3 84, is not so we can do

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That kind of within the structure that that currently exists

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And Riva, if I could just jump in. One thing I've noticed in in monitoring and supporting these diversity admissions, plans at schools is that when they're implemented at a zone school, they have very very limited impact for all the reasons that reba, just described

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Basically the only way the only Wiggle room you have in terms of seats is after the zone is accommodated and with a school like this which we know the zone can't be accommodated within the seats at 78.

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You'd never get to. You'd never get to anyone but your own

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Is there a way of addressing? Or if if one person, a parent, wanted to address the diversity at 78, at what level do you start addressing that

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I think you know raising it. If if there's anything specifically you want to name right now is definitely the Forum for that.

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And long-term, when we do have more capacity at court, square and parcel C, and we think about rezoning.

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That's definitely what we can continue to have conversations about targets and what makes sense for this neighborhood right now, because of

the capacity issues at 78 and because of the zone size, the student, you know, the school fills up his own families and and the families who live in the zone are

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Bringing the diversity that they have. But it isn't prioritizing students in nature.

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The kind of the other tools that we have available for density.

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Like we're talking about for 384.

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So I don't wanna say you can speak now, because you might be long time.

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But I'll I'll say, in terms of diversity, or anything at any school that you want to see.

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That's kind of part of these planning conversations.

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You can certainly raise it, and it's we can take it into consideration within kind of the confines of space that we have, at least from my laying of of work

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Thanks for you. But okay, we have to go to the next person machine

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Yeah, I I got it. Thank you, Miss Lavowski. Next up is Nicholas Martin Nick.

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It was. You can unmute yourself

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There we go. Thank you. I just finished typing my question.

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Actually, yeah, a question was so of the I think you mentioned this 82.

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Kids currently in in kindergarten, out of a 100 seats available do we? Do? We have a sense?

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I don't those 82. How many would have qualified for Dia any way in which case they're not, you know, when we do our calculation, it's not 82.

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It's 82 minus the ones that would move to the 80 to the 20% bucket.
Anyway.

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So I want to jump in for a second. So think about this, that 234, and 78 is one school.

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In other words, 78 is off very large zone school.

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We built 384. We have not zone that so 3, 84 and 78 are covering all of our children.

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In the 78 zone, so total of 8 kindergarten classes we have for all of the children who live in the 78 zone.

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So 234 and 78 can it? Just one school?

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I know they're not the 2 separate schools, but in until we zone 384, they they are the overflow site for 78.

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So they were attached to 78

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Thanks. Dr. G. Pasto. Mr. Martin, I have. We have full school data in front of us.

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I don't have the grade by grade data, but for the dia that we're talking about, because it's nitro students.

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It's, I think, next to nothing. I don't know Daniel, if you have that in front of you in terms of nitro families at 384, but because it is mostly filling up with students from the 78 zone, there is not public housing and not in that

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Zone, but for the whole school

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Yeah, I don't have it in front of me, Riva, but I I would put.

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Yeah.

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Be very strongly confident in saying that there's almost no families in Nigeria housing enrolled at, but we can look on into that for sure.

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So where where did they go this year? Are the schools

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That's correct. Yeah.

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Families live in nitra. Yeah.

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Okay, please. Not just

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Even though so, even though there's 200, or 18, whatever seats available at 3 84, then use those

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Mr. Martin. Excuse me, I'm gonna have to cut you off. I apologize.

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But you're over time

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Sorry.

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I'm sorry. Do you want

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I think I can answer that question, though, is basically this isn't a plan that's in place yet.

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This is a proposed plan for the future. So right now, this is not part of the part of the design

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Thanks. Daniel.

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Alrighty, I'm gonna go on to the next question.

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Thank you, Mr. Martin. The next is Charise G.

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I apologize. But I'm just pronouncing your name.

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Please unmute yourself.

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Yes.

00:49:48.000 --> 00:49:58.000

Hello! Can you all hear me? Hi! So first of all, just wanted to thank everyone for working to find some solutions to help us get every child the best quality, learning experience that they can get?

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And I'm certain that in many of the you know what you all do for your day jobs we have all seen the benefits of diversity, and having different types of thinking and backgrounds as it helps to our learning experiences.

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So I'm I'm really excited about the future kids of this neighborhood, including my own son.

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So with that there was some dialogue a little bit earlier around how far away 384 might be.

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For some of these kids that were trying to bring in to give them a different learning experience.

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I think it's a really interesting concern for them.

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So versus just sticking on the concern. How we thought about ways to make the school a bit more accessible for them to get to the school, knowing that ultimately it's the diversity of the school and the experiences are going to help all of our kids I'm just curious if if we've explored any

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Funding or ways to ensure that we can make it a lot easier for these kids that we want to bring into these schools so that we can all have a better learning experience

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So all, of our children are entitled to school busing. What is it?

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One in one and a half miles away, which I believe the nitro housing fit into, so we can offer busing for our children in.

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When in Kata Kat to 5 and 6, 7 and 8, we give them Metro cards

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I can pull up a it'll take me a second, but I can also pull up a table that describes that.

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Please do that week

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But to Dr. Kimpaso's point, for for students in grades, I think, Kate 2.

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And then it changes on third grade, who live a certain distance from the school.

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There is busing, and be on that, and you know the the do E Busing kind of matrix and and law is not particularly pliable.

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But I I think that that's a good point, and I think the more families know what options they have, and the more we see whether they're opting into those or not, we can then understand potentially why they're not.

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And if it's a travel hardship, I think that we can keep talking about that and trying to figure out avenues for supporting there. But I'll I'll pull up that that's

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You! You pull that up and I'm just gonna say that one of the things that always concerns me with this is, you have to have 11 children for a particular bus.

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Stop, so we'd have to have at least 11 children saying that they want to go from Queensbridge.

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Say to 384 to get the bus.

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But you it it was thank you for saying that I know Katie.

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2 is different, 3 to 5 is different, and then 6, 7, and 8.

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We give our children the Metro Card

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Got it. So it sounds like we can. So first of all, again, thank you for just ensuring that we can have a diversity of of backgrounds in these schools for the benefit of all of our kids and it's good to hear that we have some things to make a little bit easier to hear too, who we're talking

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about here today

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Thank you, Miss G. I don't see any other hands raised.

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If you'd like to ask a question, please raise your virtual hand so that we can recognize you and call on you

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I see no more hands with me

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Okay, okay, thank you so much. So the next we'll go to is the Q. A.

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Esther, would you mind reading the questions from the Q.

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A.

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Well before you do that, why don't we just look at this bus piece?

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Yeah. Sure. The first question is cool.

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I think that's a fair piece, so that we could do.

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Yeah, let's do that first. Okay.

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Thank you. Sorry about that.

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Good morning. Thank you.

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Yeah, so one of the earlier slides I showed for the current Queens bridge zoning.

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Some of the buildings are zoned to 122, which is about 2 and a half miles away, and 3 84 is is much closer than than that to Queens Bridge, but this shows up here.

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The the Dov is busing eligibility. So it's actually over over half a mile, in less than one mile for grades. K.

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To 2 students can qualify for a school bus

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And then from a grade 3 to 6. They have to be a mile or more

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And once again. I don't see it up there, but they have to have a 11 students per bus stop

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Okay, thank you. Are we okay to go to the ring? Q.

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A at this time. Okay, thank you. Thanks, Esther.

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Sorry. Yes, there we go. The first question is by Maria Labarca.

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That is, directed to Daniel. Things Daniel, do you do your calculations of enough.

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Allocations for locals to lic. Take into consideration all the new builds in Hunters point south.

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So it's somewhat touched upon already, but

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Yeah, I think we answered this one live

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Yeah, yeah, I, I, I think we basically answered this one just that.

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No, is the answer, and that we're we're still, you know, going off of historical information.

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But obviously, like we, we are taking, we are. We don't have our heads in the sand with the idea that there is new construction in Lic.

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And this is something we'll have to kind of continue to reevaluate. Reba. I don't know if you would answer that differently.

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I would say, yes, we're looking. We looked at the numbers I mentioned.

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Specific numbers from the the building. Not just open right near 3 84, and my team does work closely with city planning, and we do have numbers for every new building that is permitted.

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We know the the number of units, and have kind of a we call it a multiplier.

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But basically, a formula that tells us how many kindergarteners we can anticipate from there.

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Bye, bye.

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So we are taking that into consideration, and over time there there will not be enough space for this, which is why there is new capacity being developed.

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And new schools opening in the coming years. And and we're going to keep planning for the construction

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Look at the the next question is by Emily Wasi, is the recommendation presented still under review, and not final?

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Or is that the final decision and priority lists for admissions of next school year

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And this is a a recommendation, I do think we want to get to a decision point before the kindergarten application closes.

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In the next few weeks, so that folks know how we're moving forward.

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So based on the feedback and the questions we're hearing tonight, I think we'll, you know, reconvene with the superintendent and make sure we're in touch with the Cec.

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And and then move forward. So this is close to a decision point.

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But this is not yet a a formal priority. What I showed on that table was a a suggested, a proposal, or a a recommendation

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Here's a question that you know. Other people also mentioned Suchy Fujimai.

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So what do our kids do if we're zone for 78, and don't get into well, 78 or 384

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Yeah, I know you want to take that one

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Yeah, sure. I mean, if we can accommodate families at either of the 2 schools, we'd be looking at overflowing to another school in the district.

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Again. I don't think that is a scenario that is likely for this year, or the immediate future

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And the one thing I'll add, and Daniel chime in more on this.

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But because this would be part of the application process, we would go through if for some reason families weren't able to fit across the 2 schools, we would go through what they put on their application and match them to another option that has capacity, and you know, we wouldn't be yet at the like capping and

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Overflowing piece that we sometimes get to in the fall.

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This would be happening. We have all the information we need to help folks get into their, you know, more preferred options if there's space, and if that needed to happen

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And then next one is Tristan Howard. If by chance your child doesn't get a slot at 78 or 3 84 in kindergarten, are you able to reapply for first grade

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Yes, so there's no application for first grade, but families always have a right to their zone school at any point based on seat availability.

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So family zone to 78, who, for whatever reason, maybe didn't get into 78 for kindergarten.

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And this would be true, no matter what, even if they, we're given an offer to, they're zoom to 78.

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They retain a zoned right and entitlement, and can return to the school if seats become available, which they typically do because the class capacities in grades, one through 5 increase from 25 students in the class in kindergarten to 32 students in a class in grades one

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And

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And then I like a small follow up question by Maria Lombarda.

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I will apply for Pre. K. One in school, year 2324.

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My child is currently in 3 K. Does this proposition to rezone what I mean?

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Even though it's it's not really a rezoning impact.

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The local options for pre-k

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So I think, saying that this is not a reasoning kind of over and over again is really important.

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This is not a rezoning proposal. The

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I'm just reading the question again

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No, because there is January. If you talk about the zone pre-k priority

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Yeah, I mean, basically, if we are to put this plan in place for 3, 84, we'd want to do it at every entry point.

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We wanted to pre-k for kindergarten. This doesn't change the Pre K options in the in the area.

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It changes the admissions for 3 eighty-fours Pre.

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K. But so I guess my answer to that would would be no

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Thanks.

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And I see a question by Rachel Lewis, but I also see that she has her hand up, so I don't know if it's easier if she just asked the question

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That's fine we can, Rachel. He says he has our head right

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Yeah, I see she's on muted right? So you can.

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Yes, you can go ahead

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Can you hear me? Okay, I'm I'm curious.

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When the the conversation switched from rezoning to diversity and admissions.

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You all have heard my voice before, so I've I've been at these meetings, and I feel like I sort of missed a step, and I would love to know what went into that decision making

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Sure so, and CC. Folks can chime in on this, too.

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We shared on October fourteenth, a presentation with the Cec.

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Zoning committee that showed the general size that the zones would need to be with the capacity of the building.

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Should we do a rezoning? The Cec. Had some time to kind of look that over and talk, and then we had another meeting at the end of October.

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I think on Halloween, where we talked about rezoning on a longer time line.

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Rezoning is not off the table. We're just not talking about it for next year, because we found out more information about a new school opening in Court Square, and there's been more questions about the class size, law and things of that nature that kind of made sense to all of us to talk about that more in

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A comprehensive way. So this was a change we could implement for next year without rezoning.

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Yeah.

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So I feel like kind of end of October, early November. And then we met with each slt of the 4 schools to over November and December to kind of share Dia as a potential plan, and get some feedback

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Right.

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Does that sound right to everyone else who's been involved in these conversations in terms of timeline

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Jonathan, is it time, bomber

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Yeah, oh, no, no. I just wanted to add to that that I think by October it seems like it was a little bit late for us to actually create a new zoning plan for next year, anyway.

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So that that choice I mean in effect, had been made by that time just because of the time like when things would, a zoning plan would have need to be created and kind of vetted by various communities.

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So, you know, for for the reason stuff that Reba mentioned. You know, zoning was something that was pushed, pushed into the future

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Thank you. I'll just say that I've I support the diversity and admissions I don't know what you want to call it, but and it at the same time, I would support a rezoning, and I hope that it's something that doesn't continue to

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get pushed off because it's a difficult conversation

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And a difficult thing to do

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Thank you. Thank you, Rachel, and you are correct. We do know you and know your voice, so thank you for

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I don't see any other hand raise. Let me just double check, but I don't see any other hand raise with me

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So I'd like to jump in here and say some.

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So we know diversity is right. Then I I'm not for to be a fact.

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I see it in all of our schools, and it's wonderful to sit there and watch our children learn from each other.

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Learn about the cultures. So for me, this is an important piece for us.

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Now, to make this, I'm gonna go out on a limb here.

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I don't like doing this, but I'm going to.

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So when 78 opened we opened up with 4 kindergarten classes that 1 point we got up to 8.

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It was horrendous, because when you do this, what happens is we lose signs room.

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We lose art rooms, we lose specialty room. We're overcrowded.

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Not a great thing, but we did it because we had to.

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So I'm willing, willing, since you're willing, if you're willing to give up these 20 seats I'm willing to say if we needed to open up a fifth and no more than a fifth, because I don't want it due to 384 what happened to 78 and it

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took us several years to clean this up. It does because don't forget you.

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You take a classes in kindergarten, we gotta get them through the whole school to eighth grade.

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So as they get up, the classes get larger up on top, but I would be willing to.

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Then nobody feels hurt that I would say to you in the event that we got to that point, that we had to open up a fifth call kindergarten class, I would be willing to do that I'm not willing.

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I don't want to do that I'm hoping Daniel is correct, that we would not have to go that route, but I would be willing to do that just, for I want to be very clear, because it's not good.

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I fought really hard to get 384, because 78 was not viable.

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It's sad when you pass an art room or a science room, and it's not being used.

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Properly so. It is important to keep these rooms for all of our children, so I would be willing to say to everybody, but if you're willing to go with the 20 seats, and in the event that we had a 120 kids I open up that last class, that fifth class for one year, only because then

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we could look at this and say, You know what it didn't work.

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We can. We cannot give away these 20 seats, and then take it from there.

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But I think it's I know it's the right thing.

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I know this diversity. I meant to tell you a quick story.

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I put all 4 of my children I live with Ozone Park queens.

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I put all 4 of my children in is 227, which is a diverse school, built on diversity.

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Put them on the bus, and it's a good 10 miles and a good hour, an hour and a half, because of the back and forth, but it was the best thing that I ever did for all 4 of my children who live in the city and work in the city and understand that people are equal and we have to treat

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everybody the same. So I really know this diversity in all of our schools are really pretty much diverse.

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Right. So it's a great thing to happen. I do hear the fear that I bought my home here I want to get my kids in so I can open up the fifth class.

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If that's what everybody wants me to do. So it's like sort of a safeguard.

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I'm gonna go with Daniel that we won't have to do that.

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But in the event the the numbers are up, and nobody has a crystal wall.

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We don't know what's happening, but I would be willing to do that because I do feel this diversity piece is wonderful for our children.

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Thanks, Dr. Kimpasco. I appreciate that Dan, really quickly.

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And then we want to get through to the Q. And a.

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Because we do have comments from our parents there. Okay.

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Yes, just a quick question. We keep talking about 20 seats per class, and I'm just curious if we're applying the class size reduction numbers to to incoming K at and anywhere else in the district.

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That's

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If, if it's going to be 2020 seats anywhere else, if it was 25 seats this year.

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So, we don't know that yet I can tell you.

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So I'm just. I'm just curious what our Max sizes were this year, and then for next year's K at and elsewhere.

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This year. Max. Size of kindergarten is 25 and 32, and I elementary schools.

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So for the you know, 1 one through 5, so we don't know we're waiting for that manifest.

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I think Jonathan and somebody wrote to Central, and they said, they're going to have in the spring and engage families in the in the decision-making.

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But that decision has not been made, at least I don't know about it.

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Anybody else know about it River or Daniel? Did we get a number of what the what it'll look like from Kata?

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I guess High School came to 12

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No, I I think we're still just as you, said, Dr.

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So.

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Composer. We're still waiting for details on this

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And the 20 number we're talking about for 3 84 was a a percentage.

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And and it does. It's just 20 students, because it's out of a 100.

01:08:49.000 --> 01:08:54.000

But yeah, that's how we're saying 20.

01:08:54.000 --> 01:08:55.000

But theoretically it would be 25.

01:08:55.000 --> 01:08:56.000

There? One class? Yeah.

01:08:56.000 --> 01:09:02.000

Max, there. Okay, so that's that's where I'm getting confused. Okay, thanks.

01:09:02.000 --> 01:09:07.000

Thanks. To have answer. Do we have any other questions you can read from the Q. A.

01:09:07.000 --> 01:09:11.000

And then, once we do the Q. A. G. Okay, let us know if we have any questions on telephone lines. Thank you.

01:09:11.000 --> 01:09:15.000

I have at this point 4 more questions. I have Amy, Cardin.

01:09:15.000 --> 01:09:23.000

What feedback have you heard about this proposal from the community?

01:09:23.000 --> 01:09:26.000

From Slt Outreach. You have done so far

01:09:26.000 --> 01:09:29.000

I'm talking a lot. So, and a lot of CC members were on those meetings.

01:09:29.000 --> 01:09:38.000

So I'll pause for a second and see if you all wanna share anything you've heard

01:09:38.000 --> 01:09:44.000

I think somebody should talk about the group that we had the that went out

01:09:44.000 --> 01:09:47.000

The what what did we call them? The team there that went out and met in the communities

01:09:47.000 --> 01:09:53.000

April.

01:09:53.000 --> 01:09:54.000

Right, definitely. Thank you.

01:09:54.000 --> 01:09:57.000

Oh, he's talking about, the the April and the working group so Dr. Kimpaso is talking about sequel in the working group.

01:09:57.000 --> 01:10:01.000

That kind of informed some of the priorities that set in motion.

01:10:01.000 --> 01:10:04.000

What we're discussing tonight with the diversity and fishermen.

01:10:04.000 --> 01:10:10.000

Diversity in admission. Also, people talking about cute times to school people wanting to go to their, you know, local.

01:10:10.000 --> 01:10:15.000

Don't full walkable distance. Commuting times like these are the things that have been discussed and have been recurring things in our meeting.

01:10:15.000 --> 01:10:21.000

So you know, people want. You know that we had some people conference on school.

01:10:21.000 --> 01:10:29.000

We had some people that didn't mind traveling. If if if they found a school that met the need that they wanted for their children, it educational needs.

01:10:29.000 --> 01:10:37.000

So like we've had comments pretty much. They have run either end of the spectrum in our in our conversations, and you know that we got back from the report we've had a few slt meetings.

01:10:37.000 --> 01:10:51.000

I wasn't able to attend all of them, so I don't feel comfortable speaking about that. I rather defer to some of my other council members, but I mean these are conversations that have have been had.

01:10:51.000 --> 01:11:00.000

You know that we've had, and and some of the convers the comments that we've had tonight have resembled most of the comments that we've had in the other meetings that we've had.

01:11:00.000 --> 01:11:02.000

You know, people just wanna make sure that they can get into.

01:11:02.000 --> 01:11:04.000

Get their children into a school that will work for their family.

01:11:04.000 --> 01:11:16.000

So these are the things that we've heard, and and the diversity and admissions, you know, that was something that was brought up by parents, you know, in the in the district, in the area.

01:11:16.000 --> 01:11:22.000

And again in my opinion. And this is just my opinion the comments have tonight that resembled a lot of the comments that we seen throughout a lot of these meetings.

01:11:22.000 --> 01:11:27.000

Have been some recurring things.

01:11:27.000 --> 01:11:28.000

Hey!

01:11:28.000 --> 01:11:31.000

I think the 2 things I heard resounding was, Yes, diversity, but yes, people want to be able to walk to school with their children.

01:11:31.000 --> 01:11:35.000

They don't want to put them on buses. They want.

01:11:35.000 --> 01:11:44.000

They would prefer to walk to school. Those were the 2 pieces that I heard loudly and clearly

01:11:44.000 --> 01:11:48.000

Yeah, and just a lot of questions about, like, what this means for incoming families.

01:11:48.000 --> 01:11:49.000

Which is why we wanted to make sure. Folks who are Pre.

01:11:49.000 --> 01:12:04.000

-k. And Threek families were here tonight. Definitely, the piece about residential construction and the you know just how Hunters Point is is building and building would be the 2 things I would add.

01:12:04.000 --> 01:12:14.000

But yeah, I think kind of largely what we've heard tonight have been kind of the thematic questions and and comments we've gotten over time.

01:12:14.000 --> 01:12:25.000

And I can also share some of the reports and the the Powerpoints, like everything we've talked about as the previous engagement we've done over the last couple of months, and honestly, years is available for you.

01:12:25.000 --> 01:12:31.000

I think it's all on the Cec website. We can drop the links in the chat and share all that

01:12:31.000 --> 01:12:38.000

Oh, just gonna say, look on the Cec website. They have all the info from the learned. The group

01:12:38.000 --> 01:12:42.000

Yeah, and a prior presentations from Odp and student enrollment.

01:12:42.000 --> 01:12:47.000

They're also on our CC. Web. Esther

01:12:47.000 --> 01:12:52.000

Next one up is Christine Ward, with K.

01:12:52.000 --> 01:13:00.000

Applications being due. January 20. There isn't a lot of time for Zone 78 to find more options.

01:13:00.000 --> 01:13:06.000

If there there is an actual overflow

01:13:06.000 --> 01:13:14.000

I mean I I guess I can respond to that. It's not really a question, but you know the the school options in the area haven't changed.

01:13:14.000 --> 01:13:24.000

So, you know, if there are other schools beyond 78, and 3 84, that families who live in the 78 zone are interested in, they should rank them accordingly.

01:13:24.000 --> 01:13:29.000

If 78 or 3 84 are their top choices, they should rank them accordingly.

01:13:29.000 --> 01:13:38.000

So they don't need to change their preferences because of this is basically that response to that

01:13:38.000 --> 01:13:48.000

Then we have Hudson Fukuira. I I'm sorry for me, pronounce pronouncing the name here.

01:13:48.000 --> 01:13:59.000

I'm curious to know if children in shelter homeless families will have the same opportunities to get in as children in public housing.

01:13:59.000 --> 01:14:05.000

That's a good question. In point, we definitely have data on students and temporary housing throughout the district.

01:14:05.000 --> 01:14:12.000

I think so far we've been talking about nitro because of queens verge mostly in the feedback we've gotten.

01:14:12.000 --> 01:14:14.000

But definitely, if folks at any point wanna consider that as part of the priority, I think we can look into that.

01:14:14.000 --> 01:14:30.000

And you know, throughout the district there are a lot of programs and supports for those families in terms of admission and trying to support them with getting options that are, you know, close to where they are being housed.

01:14:30.000 --> 01:14:36.000

So, if that's, a theme or something, we, you know, and hearing you raise it, is something we can dig into 2 to see in this area.

01:14:36.000 --> 01:14:49.000

Who that might impact. And if that's something we want to kind of loop into this, too.

01:14:49.000 --> 01:14:50.000

Sure.

01:14:50.000 --> 01:14:51.000

Thanks, braver

01:14:51.000 --> 01:14:52.000

Last, but not least, I just have 2 comments, just no, not questions.

01:14:52.000 --> 01:15:03.000

Nicholas Marvin, Minsky, who spoke earlier he explicitly said, not a question just wanted to mention that Dr.

01:15:03.000 --> 01:15:12.000

Composto, offering the possibility of the Fifth K class as a backdrop, if necessary, resolves all anxiety, but being shut out of Ps.

01:15:12.000 --> 01:15:18.000

384 next year, and the other comment is by Farinia Thomas, just a comment.

01:15:18.000 --> 01:15:40.000

I'm happy with this outcome, I think, pushing the rezoning to when we can take into account the new schools being constructed and the class size reduction makes a lot of sense, especially given the huge reductions in zone sizes. Proposed initially, thank you and that concludes the Q a.

01:15:40.000 --> 01:15:41.000

Thanks Kester Gail. Do we have anyone on the phone for question?

01:15:41.000 --> 01:15:49.000

No. Okay. Do we have anyone in the Spanish room?

01:15:49.000 --> 01:15:53.000

Okay, so also, just wanna acknowledge. Thank you for our student member, Kimberly.

01:15:53.000 --> 01:15:56.000

She has joined the meeting. So thank you, Kimberly.

01:15:56.000 --> 01:16:06.000

Welcome, and we appreciate you being here. And then I think we have a brief conversation from the opposite student enrollment

01:16:06.000 --> 01:16:09.000

I think I just was part of this conversation. So yeah.

01:16:09.000 --> 01:16:11.000

Yeah. You just answer questions for us, Daniel, and we appreciate that.

01:16:11.000 --> 01:16:12.000

Oh, yeah. Yeah. Oh, I appreciate it. I I appreciate it.

01:16:12.000 --> 01:16:16.000

I just wanted to acknowledge that you were here too.

01:16:16.000 --> 01:16:21.000

No, no, no worries! Well, I'll just take this as an opportunity to say that the kindergarten application deadline is January twentieth.

01:16:21.000 --> 01:16:30.000

Next Friday. This includes gifts and talented programs on the application for the first time ever.

01:16:30.000 --> 01:16:34.000

So, if families have questions, they should absolutely reach out to my office.

01:16:34.000 --> 01:16:43.000

I'll put my offices email in the chat here, and we are able to really respond to families.

01:16:43.000 --> 01:16:47.000

The day of. So we're just having really quick turnarounds right now.

01:16:47.000 --> 01:16:54.000

So we're here to help. We're here to really try to just be as transparent as possible through this process and really looking forward to working.

01:16:54.000 --> 01:16:57.000

This district. Thanks.

01:16:57.000 --> 01:17:03.000

Okay, thank you so much. Daniel Reba. We appreciate you all just a little bit over and I did it in.

01:17:03.000 --> 01:17:05.000

I thought, but we're gonna keep moving to the next item on our agenda.

01:17:05.000 --> 01:17:12.000

So thank you for your presentation. We appreciate you. And again, if any parents have any questions, please feel free to reach out to us. CC.

01:17:12.000 --> 01:17:22.000

Members are, you know, email us at CC, 30@schools.com. So the next item on our agenda is the capital project request so we're going to go on there.

01:17:22.000 --> 01:17:34.000

Gail, would you mind pulling up the information for the capital projects that we have to discuss tonight?

01:17:34.000 --> 01:17:35.000

Doing that. I just wanna say Christine was on here before.

01:17:35.000 --> 01:17:37.000

Thank you so much

01:17:37.000 --> 01:17:38.000

I saw her papa. I don't know. She's out there anymore.

01:17:38.000 --> 01:17:42.000

Christina did pop on for a minute. I don't know

01:17:42.000 --> 01:17:43.000

She's like

01:17:43.000 --> 01:17:44.000

Yes, she did. I don't see her right now.

01:17:44.000 --> 01:17:46.000

Oh, she okay. As long as you saw

01:17:46.000 --> 01:17:49.000

I did, but she come back, and we'll say she's here

01:17:49.000 --> 01:17:52.000

Okay.

01:17:52.000 --> 01:17:57.000

You you have to give me a minute. I did not have.

01:17:57.000 --> 01:17:58.000

Oh! Like

01:17:58.000 --> 01:18:00.000

I wasn't prepared to share the capital projects, but I will do it momentarily.

01:18:00.000 --> 01:18:15.000

Oh, it's okay. Well, since I have them here, I wanna ask them briefly, they don't mind, because I did ask for help earlier with this Dan and Jonathan. If you all just want to talk briefly about what we're about to discuss for the attendees we have if they are not

01:18:15.000 --> 01:18:23.000

Familiar with capital project request in the process for that. But they have Jonathan take it away

01:18:23.000 --> 01:18:27.000

Go for Jonathan. You'll say it more successfully than I am.

01:18:27.000 --> 01:18:33.000

Well, he I'll I'll I'll I'll start and you can fill in anything that I I miss.

01:18:33.000 --> 01:18:43.000

So every year screen in the district propose or list out.

01:18:43.000 --> 01:18:49.000

Very the capital projects that they need for their building.

01:18:49.000 --> 01:18:53.000

These are things that usually involve some kind of renovation to their building.

01:18:53.000 --> 01:19:08.000

Whether that's a roof or an auditory, or a playground, or bathrooms, or all kinds of things, and the Cec's.

01:19:08.000 --> 01:19:16.000

Then receive these requests, and rank them, and send them to the office of to the school construction authority.

01:19:16.000 --> 01:19:31.000

I, I will say that which of these projects actually get funded and carried out is not necessarily really reflective of our ranking.

01:19:31.000 --> 01:19:38.000

Usually you know, they they tend to do the ones that they feel like they can do or are, or within their budget.

01:19:38.000 --> 01:19:39.000

But we hope that our ranking will help them to prioritize.

01:19:39.000 --> 01:19:47.000

All the same. So so that's that's what we're talking about.

01:19:47.000 --> 01:19:50.000

And if you are from a school, if you're on an slt and you did not submit a capital project.

01:19:50.000 --> 01:19:55.000

That's something to raise to your slt and think about for next year.

01:19:55.000 --> 01:20:10.000

Are there things on your building that with with your school building that you think could use renovation or improvement, and you know you could start thinking about proposing them.

01:20:10.000 --> 01:20:12.000

For for now

01:20:12.000 --> 01:20:16.000

Okay.

01:20:16.000 --> 01:20:23.000

Hey, Shafton? Thanks, Steve! Hi Gail! Are we ready to share

01:20:23.000 --> 01:20:24.000

Can you see it now?

01:20:24.000 --> 01:20:28.000

Wonderful. Okay, yeah, thank you. Yep. Take it away. Tell us about the form

01:20:28.000 --> 01:20:30.000

Are you at me to talk about it? Okay.

01:20:30.000 --> 01:20:35.000

Yeah, so these, these were the results of you know what we've gotten correct.

01:20:35.000 --> 01:20:36.000

Okay.

01:20:36.000 --> 01:20:37.000

Right let me just minimize this little piece here. So I could see what I'm looking at.

01:20:37.000 --> 01:20:47.000

Yeah, these are these are ranked in order of the who got the most points which projects, got the most points.

01:20:47.000 --> 01:20:53.000

But however, you'll notice that not all of them are school construction authority projects.

01:20:53.000 --> 01:20:57.000

Some of them are as away and participatory budgeting.

01:20:57.000 --> 01:21:05.000

Some of them are the office of food and neutrition services, cafeteria, upgrades, and and and so thought so.

01:21:05.000 --> 01:21:12.000

It's your job as Cec members to prioritize your school construction authority project.

01:21:12.000 --> 01:21:27.000

And then the rest of the projects that were requested. We can send to the appropriate agency, and we can also let the schools know where they should send their request to

01:21:27.000 --> 01:21:32.000

Thank you. Gail, so like you'll say if we look at the spreadsheet again, these are the ones that will rank.

01:21:32.000 --> 01:21:36.000

You know that we voted on that we got from the.

01:21:36.000 --> 01:21:47.000

And right now it doesn't appear that all of the top folk anymore go to the school construction authority through the capital project request system.

01:21:47.000 --> 01:21:52.000

The ones that you know are through like jail, said office of food and nutrition services.

01:21:52.000 --> 01:22:11.000

Resol, a participant, budgeting. We can work with the schools to get these requests to the appropriate areas, but I think it is in our best interest if we vote and rank on the one that are just, or the Sba and the capital project. Request.

01:22:11.000 --> 01:22:14.000

So let's go ahead. Thank you. Started on this discussion.

01:22:14.000 --> 01:22:18.000

I see we have one hand rate already. Michelle. Yeah.

01:22:18.000 --> 01:22:21.000

Yeah, of course, I see on the list what we have.

01:22:21.000 --> 01:22:27.000

The Ada team. I'm just not familiar with them, so I know it deals with accessibility.

01:22:27.000 --> 01:22:32.000

But there is a separate unit that covers, you know, access to the building.

01:22:32.000 --> 01:22:38.000

The, the retrofit. I guess the elevators, ramps, or whatever is that correct?

01:22:38.000 --> 01:22:43.000

And somebody explained to me the 88,

01:22:43.000 --> 01:22:46.000

Just 1 s.

01:22:46.000 --> 01:22:59.000

That's fairly correct. I think. Also, they have. They do the bathrooms, too, depending on on, you know, children in wheelchairs they put special commodes in different pieces like that to sink so different heights and stuff like that.

01:22:59.000 --> 01:23:02.000

The doorways have to be wider

01:23:02.000 --> 01:23:06.000

Okay. And there's something to separate. There's separate funding, you know.

01:23:06.000 --> 01:23:07.000

Yeah, okay.

01:23:07.000 --> 01:23:12.000

Yes, and yeah, and the request has to come from the office of school planning

01:23:12.000 --> 01:23:24.000

Oh, okay.

01:23:24.000 --> 01:23:32.000

Hey? Do we have any other hands up right now?

01:23:32.000 --> 01:23:42.000

I don't see any right now. So based on the spreadsheet that we have so far the top 4.

01:23:42.000 --> 01:23:47.000

These are all right, you know, porting to the folks that will receive like you.

01:23:47.000 --> 01:23:48.000

Yeah.

01:23:48.000 --> 01:23:49.000

Yes. So if we're going to put the top 5, it would be Pre.

01:23:49.000 --> 01:23:57.000

K. 1, 52, 76, 85, and then 84

01:23:57.000 --> 01:24:03.000

Okay? Is everyone. Okay? With moving forward with those as our top 5.

01:24:03.000 --> 01:24:10.000

Given that we voted on these, and this is how they fill out in the ranking or with discussed Jonathan

01:24:10.000 --> 01:24:24.000

I just want in. If my memory is correct, Gale, do we send only the top 5 to them, or we send the whole list

01:24:24.000 --> 01:24:25.000
Right.

01:24:25.000 --> 01:24:30.000
No, we will send the entire Sca list, but then, on there I in the last year I included everything else just with a separate headache.

01:24:30.000 --> 01:24:34.000
Just so that the sca did see what other projects were requested.

01:24:34.000 --> 01:24:39.000
But then I would also send something to the office of school nutrition.

01:24:39.000 --> 01:24:48.000
The Ata team, the facilities wherever else the projects needed to go to, and I would ask the schools to go to.

01:24:48.000 --> 01:24:58.000
Whereas away to go to their legislator, and it would be great if the liaison to those schools did the same thing and help them to do that

01:24:58.000 --> 01:25:02.000
Thank you for bringing out of Gail. Gail, and I discussed it earlier.

01:25:02.000 --> 01:25:03.000
That is something that we really want to encourage this Council to do this year.

01:25:03.000 --> 01:25:29.000
If you see that you are a liaison or a school that has a resolution or participatory budgeting next to the request, we would ask that you work really closely with the school administration and the Pta there to assist them in the writing a letter our meeting with their elected representative so that

01:25:29.000 --> 01:25:32.000
These requests can also be spent on their behalf as well.

01:25:32.000 --> 01:25:35.000
Michelle.

01:25:35.000 --> 01:25:43.000
I want. I think I was gonna mention it would have been helpful, because I was trying to figure out which things were big fit under.

01:25:43.000 --> 01:25:50.000
You know the Res. A in the Ca. When we were doing it. It would have been great if that we had big stamps across that when we were looking at it, but I see

01:25:50.000 --> 01:25:54.000
It was, it was, it was said, on the follow up document in the word document.

01:25:54.000 --> 01:25:55.000
Okay.

01:25:55.000 --> 01:25:59.000
So that was highlighted. It's just it's a little clearer here on the spreadsheet.

01:25:59.000 --> 01:26:00.000
Right.

01:26:00.000 --> 01:26:08.000
So now that we have the spreadsheet, please, please, please, please utilize the spreadsheet, and then for our attendees.

01:26:08.000 --> 01:26:16.000
If you see your school on this list as well, and you want to get involved, we would appreciate the help because we all know that this Wiki wheel gets the priest

01:26:16.000 --> 01:26:28.000
So. The question is, I see, for I think it's a but, and I may be reading across my lines wrong, but they have both sea or wrestle a so is there?

01:26:28.000 --> 01:26:33.000
Can someone tell me what is the what's the decision point that makes it one of the other?

01:26:33.000 --> 01:26:35.000
Or does it qualify for both

01:26:35.000 --> 01:26:45.000
It depends on exactly what needs to be done. See the description that we got from 2 12 wasn't a detailed description.

01:26:45.000 --> 01:26:55.000
So the gentleman from facilities, who was kind enough to help and label everything for us that it can be either one, and someone would have to go and investigate

01:26:55.000 --> 01:27:03.000
Okay. Alrighty. Thank you.

01:27:03.000 --> 01:27:08.000
We have any other questions

01:27:08.000 --> 01:27:18.000
Oh!

01:27:18.000 --> 01:27:22.000
Okay, but we don't have any other questions for this portion or attendees.

01:27:22.000 --> 01:27:29.000

We would pull the question, the comments or questions to the end of the evening.

01:27:29.000 --> 01:27:44.000

During our public speaking. Comment. So I'm going to move that we I guess I would have a discussion on if we're okay with sending the report, as is with the top 5 Sva request.

01:27:44.000 --> 01:27:48.000

And Gale again. Send the report like she did last year.

01:27:48.000 --> 01:27:50.000

So I'm going to move if if we can vote to send the the form as is with the top 5 Sa.

01:27:50.000 --> 01:28:01.000

Request, place in order, and the other items outline is sent to me relevant.

01:28:01.000 --> 01:28:12.000

Thank you, Kelly, for seconding that. Okay? So, Victoria, I guess we're going to do roll call vote I think we're okay with it.

01:28:12.000 --> 01:28:16.000

Thank you.

01:28:16.000 --> 01:28:17.000

Okay.

01:28:17.000 --> 01:28:28.000

Okay.

01:28:28.000 --> 01:28:29.000

Deb

01:28:29.000 --> 01:28:30.000

Yes, in favor.

01:28:30.000 --> 01:28:33.000

Okay. Christina Berwick.

01:28:33.000 --> 01:28:34.000

Not here.

01:28:34.000 --> 01:28:37.000

Not here, Kelly Craig

01:28:37.000 --> 01:28:39.000

In favor

01:28:39.000 --> 01:28:41.000

Jonathan, Greenberg.

01:28:41.000 --> 01:28:42.000

In favor

01:28:42.000 --> 01:28:44.000

Juliet Norhji

01:28:44.000 --> 01:28:46.000

In favor

01:28:46.000 --> 01:28:50.000

Matthew Mark Rothley.

01:28:50.000 --> 01:28:52.000

In favor

01:28:52.000 --> 01:28:55.000

Victoria Mattel is in favor. Michelle Moore

01:28:55.000 --> 01:28:56.000

You Sava

01:28:56.000 --> 01:28:58.000

Marcella, Santos

01:28:58.000 --> 01:29:00.000

In favor

01:29:00.000 --> 01:29:02.000

Whitney, Tucson.

01:29:02.000 --> 01:29:03.000

In favor

01:29:03.000 --> 01:29:06.000

Esther Hall.

01:29:06.000 --> 01:29:07.000

Great. Thank you.

01:29:07.000 --> 01:29:10.000

In favor

01:29:10.000 --> 01:29:15.000

Thanks, so much so. The next item on our agenda is our superintendent's report.

01:29:15.000 --> 01:29:22.000

So, Dr. Composito, take it away

01:29:22.000 --> 01:29:26.000

Thank you. That was fast. I was ready for that. But okay, I'm ready.

01:29:26.000 --> 01:29:29.000

Okay, so good evening. First, I want to say Happy New Year to everybody. Right?

01:29:29.000 --> 01:29:34.000

Maybe a prosperous one for our children at one full of health and goodness for all good news.

01:29:34.000 --> 01:29:41.000

So 171, we're gonna get another seed room the seed room is the sensory room.

01:29:41.000 --> 01:29:44.000

Yes, is, that was one that put it. Ps. 92.

01:29:44.000 --> 01:29:49.000

So we will now have 2 in our district, and as we continue to fight to get more of these programs because they're a wonderful program, it's it's a program sensory.

01:29:49.000 --> 01:30:06.000

Education, exploration and discovery, using specialized sensory equipment and curriculum design by occupational therapeutics, experts and sensory-based interventions.

01:30:06.000 --> 01:30:15.000

This program provide supports for students who display intense sensory needs that impact academic, social, emotional learning and behaviors.

01:30:15.000 --> 01:30:31.000

So the good news about this is as 92, 171 will have the opportunity to use it, and one of the reasons that we fought hard and got it was because we opened up a horizon program there which is a program for our artistic children so because of that they're giving

01:30:31.000 --> 01:30:50.000

Us a sense room but the sensory room is for all children in the boroughs, so it will be open in the evening, and it will be open on Saturdays for other schools and children to come into our district and work with their children there because we do not have one in every district yet so it's a wonderful piece for

01:30:50.000 --> 01:30:51.000

Us and that we have a second one is even greater for us.

01:30:51.000 --> 01:30:56.000

So we have a wonderful piece there that was great I'm also happy to announce after fighting.

01:30:56.000 --> 01:31:03.000

After a while we got the dyslexia pilot program.

01:31:03.000 --> 01:31:07.000

So they were so far there were 40 schools in the Dis.

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In the city that was selected for the co-host.

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One and they're just setting up cohort 2, which is now beginning.

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And we got 4 schools. For the dyslexia program.

01:31:18.000 --> 01:31:21.000

So we now have. Ps. 1, 48 Ps.

01:31:21.000 --> 01:31:22.000

151, 166 Mts.

01:31:22.000 --> 01:31:28.000

234, and addition, we are opening up a middle school to 91.

01:31:28.000 --> 01:31:32.000

We'll have this dyslexia program. So what does that look like?

01:31:32.000 --> 01:31:52.000

Dyslexia program is all of our children under the 16 percentile in each school will be assessed once they are assessed 16 to 20 children will be selected for this dyslexia program, and we will get an interventionist which is a teacher that'll come to the school

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half day, 4 days a. So we would have 2 interventionists in our district for 4 days.

01:32:00.000 --> 01:32:16.000

They'll spend one half a day in one school half a day in the other, and then Friday, is there paperwork day, or getting their per prepping for the next week, so it's pretty exciting that we are now addressing dyslexia and we fought hard for this because once again not

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every school was giving one during the fall 22. The first cohort had 40 schools, and this one around the second code will have another 40 elementary schools and we were fortunate enough to get 4 out of the 40 schools for us.

01:32:28.000 --> 01:32:40.000

So it's really exciting. And we're having lots of teachers are being trained as we talk, and what they'll do is this, intervention is will come in for a half a day, and the school had to agree to give it to a teacher assigned.

01:32:40.000 --> 01:32:50.000

So it could be their Iep teacher could be the AI Ais teacher that'll work with the interventionist.

01:32:50.000 --> 01:33:02.000

So they learn with building capacity, because if we're gonna do this in every school, these interventionalists will go to the next next schools

next year, and with the school that had them this year, we'll train their teachers in this way.

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We're building capacity in that's a really exciting piece.

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Because, as you know, sometimes, our children have dyslexia, and they're not identified, and sometimes that does not help them move along in their education.

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So we're really excited about that. The Sat school day is March twenty-second.

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The Psat Test Administration window will be from February the 21 to March the 20, fourth, and April the twelfth to 28 schools are encouraged to administer both the Sat and the Psat.

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We're talking about high schools. Right on March the 20ths, but have the flexibility to schedule the sat for March first and or April the 20 fifth.

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So distribution of national student clearing house notice and opt out form the DOE regularly request data from the national student clearing House, which has a database of college enrollment and degree information for more than 3,600 colleges and universities to access this data the DOE submits each

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Student's name. Grade and level and date of birth to the Nfc.

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So that they can. Max, the students college information. But once again parents have the option to say no I don't want my child to participate in that.

01:34:20.000 --> 01:34:23.000

Please do not hand that information over safe for the college program.

01:34:23.000 --> 01:34:40.000

We are in January and in January is the month in which they do their first building block, and I'm proud to say that in District 30 we're up to grade 5 where the rest of the city is just working on kindergarten we do k to 5 right now so

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all of our children, from K to 5 have the opportunity and we're meeting with our middle school principals because all of our wonderful youngsters in this program will be moving to middle school the next year.

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So we're now working with our parent coordinators and principals so that they will understand this whole building block process and how we keep it going for our children and just for those who don't know save the college program is a wonderful piece because it gives the opportunity for our children to get money for

01:35:08.000 --> 01:35:15.000

the ban accounting them, you know anybody who put their children to school, and I put all 4 through mine, and I'm still paying for that sign about the money for me.

01:35:15.000 --> 01:35:19.000

It's the changing of mindset that people are starting to say, I can do this on my kid can go to school, and I always tell the story at Ps.

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92, when we went there one evening and had a dinner, and a dad came up to me, and he said he was an immigrant.

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Him and his wife, and they never thought about college now his kindergarten daughter comes home every day, and all she does is talk about different colleges, and how she wants to go to college was excited.

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He often started to cry, and he said, He has another daughter, and now he said, I will make sure.

01:35:44.000 --> 01:35:48.000

She goes to college, too, so to me it's about changing a mindset.

01:35:48.000 --> 01:35:53.000

Certainly the money's going to always help, but it's changing a mindset telling people everybody can go to college.

01:35:53.000 --> 01:35:57.000

Everybody has the right to go to college. So that's pretty exciting.

01:35:57.000 --> 01:36:04.000

Also the nitro account, and I think that when he did a wonderful job in that. But my!

01:36:04.000 --> 01:36:06.000

I want everybody to know if you do want to run for the Cec.

01:36:06.000 --> 01:36:22.000

You have to have a night. Your account. We have a blitz going on in our schools trying to get more and more parents to sign up, so I ask anybody who knows somebody who needs a nitro account, even if you don't want to run for the Cec I think everybody should have a night to account to

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Put the Department of Education. That's how we communicate with our parents through that.

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So it's a wonderful piece, even just one person in the family.

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I know they try to get the the 2 to fit, you know 2 adults in the family to sign up, but at least one.

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So you know, what's going on. So I do encourage the night your account, and if you are going to run for the Cec.

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You must have a nicer account, and if you need any help you go to the school and the parent coordinator help you.

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If you feel you're not getting health care, you come to my office, call me, and I'll make sure that's someone from the district supports you with that as well

01:37:01.000 --> 01:37:09.000

So the support schools, with the 2223 student perception survey the deadline, for that will be Jack.

01:37:09.000 --> 01:37:18.000

The survey is for January the twentieth that's where all of our children from grades 6 to 12, have the opportunity to rate the school rate their teachers the rating is not used to hurt the school, or the teachers rating.

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It's just about getting the perception. Where, what is, how our children see us, and how can we make it better by them?

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So I think it's a great piece to survey, and it's wonderful that it doesn't impact on teachers, ratings or principals.

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Ratings as well. So we talked a little bit about last time.

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The dreamish program brings together eligible grade.

01:37:44.000 --> 01:37:48.000

7 students from all school districts across the city for a Saturday and summer enrichment program to prepare for the specialized High School admission.

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Test. The application window for dreamish is currently open for eligible students until January the eighteenth, and eligible students are usually could be niche.

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It could be temporary housing. It could be children who are have a free lunch or reduced lunch as well.

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There's a priority piece, but it's a wonderful program.

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I sent my children there, not my personal children with their mind.

01:38:15.000 --> 01:38:23.000

When I was a principal, and it was a great program, and every year the children we sent they had the opportunity to get into a specialized high school.

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So it is a solid program that really helps our children.

01:38:26.000 --> 01:38:33.000

So I highly recommend it, and we make sure that all of our principles offer it and get the application out, and that's the end of my report.

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I just want to say Thank you. And Happy New Year

01:38:41.000 --> 01:38:47.000

Thanks. Dr. Compasto. I just wanna open it up to our members to see if they have any comments.

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Questions. Let me go ahead and start with our student, our student member because she's here this evening.

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Kimberly, do you have any questions or comments for Dr.

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Kimposto

01:38:56.000 --> 01:38:58.000

No, I'm okay. Thank you.

01:38:58.000 --> 01:39:00.000

Oh, thank you. Any anyone else, any of our members, any questions or comments for Dr.

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Pasto, Jonathan

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Thank you. Dr. Kimpo. I just wanted to to amplify something that you said, which is about the Nixa account which the DOE pronounces.

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Nixa is going to be really important, not just if you want to run for Cec or vote for Cec, which you need.

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The the account for, but it's going to be the grading system in my child's school.

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At is 2 30. That is where you go to see your child's grades, and in other schools increasingly, that's going to be the case in the next year.

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I mean, probably in the next year or 2. So so you you really need to get, we really need to get parents to all.

01:39:53.000 --> 01:39:54.000

All have this this Nixon account is so important thank you, Dr.

01:39:54.000 --> 01:40:01.000

Impossible for bringing it up. I just wanted to amplify, amplify.

01:40:01.000 --> 01:40:03.000

And you're right. It's nicer. I don't know why it's at night, you, but it's an excellent account.

01:40:03.000 --> 01:40:06.000

I apologize

01:40:06.000 --> 01:40:10.000

Hey? We had a lot going on this evening. I do want to say again.

01:40:10.000 --> 01:40:16.000

Thank you for bringing up the Nixa account also, not only as a way for you to see great.

01:40:16.000 --> 01:40:18.000

You can also see anything that's going on with your student.

01:40:18.000 --> 01:40:24.000

There my son is an IP. I can see his IP documents there, so every everything is here.

01:40:24.000 --> 01:40:28.000

So please talk to someone at your school, preferably the parent coordinator.

01:40:28.000 --> 01:40:30.000

To make sure that you have an account for your child and your family.

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The Nixa account is very, very, very important, and then Dr.

01:40:37.000 --> 01:40:40.000

Kimpasso. I also am very excited, about the dis dyslexia pilot program.

01:40:40.000 --> 01:40:49.000

I'm so happy that we've got how many of our schools are are coming online for this?

01:40:49.000 --> 01:40:50.000

4. Elementary, 4. Elementary, one middle school, 5. School.

01:40:50.000 --> 01:40:55.000

5, 5, for elementary. Okay? So I I think it is great.

01:40:55.000 --> 01:40:58.000

Would you mind sharing those tools? One more time for our attendees?

01:40:58.000 --> 01:40:59.000

So that they can hear them again

01:40:59.000 --> 01:41:02.000

You work absolutely. Ps. 148 Ps.

01:41:02.000 --> 01:41:14.000

151 Ps. 166 is 291

01:41:14.000 --> 01:41:18.000

Thank you so much. Dr. Kimpasso. Do we have any other members? I have any questions?

01:41:18.000 --> 01:41:32.000

I'm sorry I jumped in before the okay. So if we don't have any other members that have any questions, I do want to just take this 1Â s before we talk to public, I just want to announce one of our attendees, we were fortunate.

01:41:32.000 --> 01:41:41.000

Enough that Marissa Maverick from Senator Christine Gonzalez is is one of our attendees this evening, so I'm Marissa.

01:41:41.000 --> 01:41:55.000

Could you please raise your hand? And if you want to say something briefly to our attendees and the rest of our Council members would really appreciate coming in this evening to bring our new State, our newest State Senator, Miss Christine Gonzalez

01:41:55.000 --> 01:41:56.000

Yes.

01:41:56.000 --> 01:42:06.000

Absolutely. Can you hear me? Fantastic? Hello, everyone! I just wanted to briefly introduce myself once again. My name is Morris, and that'm the director of community affairs and special projects for New York State.

01:42:06.000 --> 01:42:09.000
Senator Kristen Gonzalez as a new office.

01:42:09.000 --> 01:42:12.000
We're currently ensuring that all of our operations are up and running smoothly.

01:42:12.000 --> 01:42:13.000
So I don't have any civic updates or comments for anyone to share quite yet.

01:42:13.000 --> 01:42:18.000
But what I did want to do was I wanted to be sure to come on here today and extend the line of communication between our office and Cec.

01:42:18.000 --> 01:42:31.000
30, so I will be leaving you with my contact information tonight for any concerns you may have, and please do not hesitate to reach out to our office.

01:42:31.000 --> 01:42:37.000
Thank you so much for having me today, and I look forward to speaking with you all more in the future.

01:42:37.000 --> 01:42:39.000
Thank you so much, Marissa. We really appreciate it.

01:42:39.000 --> 01:42:48.000
And looking forward to working with you. So I guess now we are going to open it up to our attendees.

01:42:48.000 --> 01:42:51.000
Please raise your hand. If you have any questions or comments about anything.

01:42:51.000 --> 01:42:52.000
You heard this evening, and we will call on you so that you may speak.

01:42:52.000 --> 01:42:57.000
Michelle.

01:42:57.000 --> 01:43:11.000
Yes, I'm ready. I want to say thank you to Marissa also, because I love my women with alliterated and name so welcome, Marissa, to a council meeting eminem, and okay, I just had to throw that in.

01:43:11.000 --> 01:43:15.000
Please raise your hand if you like to make a comment.

01:43:15.000 --> 01:43:22.000
Please, raise your hand, and we'll quote on you. I, the first hand I see raised is Carolina Gill.

01:43:22.000 --> 01:43:27.000

You can unmute yourself

01:43:27.000 --> 01:43:29.000

Hi! Everyone! Can you guys hear me?

01:43:29.000 --> 01:43:30.000

Yes.

01:43:30.000 --> 01:43:35.000

Sorry about my boys. I'm a little sick. My name is Carolina Gill.

01:43:35.000 --> 01:43:38.000

I am Council Member Julie, once Chief of staff.

01:43:38.000 --> 01:43:47.000

I also wanted to just come on and say Hello, thank you for the presentation regarding the diversity and inclusion plan for vs.

01:43:47.000 --> 01:43:51.000

384, and talking about Pb.

01:43:51.000 --> 01:43:56.000

I saw some of your capital so projects that include a Pb.

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So just wanted to remind some folks of some date about week, for Pv.

01:44:04.000 --> 01:44:10.000

Will be March 20 fifth till April second. Our office is working with our Pb.

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Delegates to finalize the proposals for our ballots.

01:44:15.000 --> 01:44:32.000

So those are not done yet, but we have received school proposals, and then we are also working to maybe pilot something where we're gonna go into the schools and have the because students that are 11 years or older can vote we really want to open this up to everyone.

01:44:32.000 --> 01:44:42.000

So we're working to see if we can. I'll come into the schools and have a date, maybe in the social studies class, where they can actually vote.

01:44:42.000 --> 01:44:48.000

So we're still working on that plan, and we will update you guys once that's finalized, but just wanted to remind everyone, the vote week will begin March 20 fifth till April second.

01:44:48.000 --> 01:45:00.000

And students, or, you know any people that live in the in the district that are 11 years or older will be able to vote again.

01:45:00.000 --> 01:45:05.000

I can be reading at the office. My email is Cgil.

01:45:05.000 --> 01:45:14.000

I canceled that. Myc. Gov. I am the chief is Tab, and I do education in the office again apologies for my voice.

01:45:14.000 --> 01:45:17.000

Thank you. Everyone.

01:45:17.000 --> 01:45:20.000

Thank you. I think

01:45:20.000 --> 01:45:21.000

I just would like to remind everyone to speak slowly for our interpreters.

01:45:21.000 --> 01:45:27.000

Please.

01:45:27.000 --> 01:45:28.000

Okay.

01:45:28.000 --> 01:45:31.000

Thank you, Gail. I was just gonna repeat that and repeat myself as well to speak.

01:45:31.000 --> 01:45:37.000

So next hand raise is Maria Pennsylvania.

01:45:37.000 --> 01:45:42.000

You can unmute yourself

01:45:42.000 --> 01:45:43.000

Yes, we can.

01:45:43.000 --> 01:45:48.000

Hello! Can you hear me? Great Hi! Everyone! Happy New Year! Thanks everyone for all of their work.

01:45:48.000 --> 01:45:52.000

I had community with Whitney, the President earlier, just about she for families that might be here, that Q.

01:45:52.000 --> 01:45:58.000

Also has a diversity admissions program that has been in place for 2 years.

01:45:58.000 --> 01:46:09.000

And we just wanna just share that because we we we're not sure who. You know.

01:46:09.000 --> 01:46:20.000

We just wanna make families aware that 40% of the seats for incoming kindergarteners are prioritized for students who qualify for free lunch and or reside and temporary housing or or niche.

01:46:20.000 --> 01:46:24.000
So it's 40. So we're just making folks aware.

01:46:24.000 --> 01:46:35.000
I guess if you have questions, just go to the website. And I think the parent coordinator will be able to answer folks questions on that.

01:46:35.000 --> 01:46:40.000
So we just wanted to make people aware we're just trying to do outreach to those communities.

01:46:40.000 --> 01:46:45.000
So, thank you. That's it.

01:46:45.000 --> 01:46:49.000
Thank you, Maria.

01:46:49.000 --> 01:46:55.000
If you have a question, you'd like to ask when any topic raised, please raise your hand.

01:46:55.000 --> 01:47:05.000
Your virtual hand, and we can call and recognize you and call on me

01:47:05.000 --> 01:47:07.000
With me. I don't see any other hands

01:47:07.000 --> 01:47:10.000
Okay, do we have any questions in the interpretation

01:47:10.000 --> 01:47:17.000
Thank you very much. I was just about to state there are no questions or comments on the Spanish line

01:47:17.000 --> 01:47:22.000
Thank you so much, Gail. Do we have any questions on the phone?

01:47:22.000 --> 01:47:23.000
Okay.

01:47:23.000 --> 01:47:27.000
Are there any comments in the Q. A.

01:47:27.000 --> 01:47:28.000
I got nothing for you.

01:47:28.000 --> 01:47:46.000
Oh, okay. Well, if we don't have any more comments from the public, I do have a few brief announcements while we have everyone here before I move

to adjourn the meeting, we are having a virtual town hall with chancellor banks on Tuesday January

01:47:46.000 --> 01:47:51.000
Seventeenth, at 6 15 Pm. Please register and learn.

01:47:51.000 --> 01:47:59.000
L e a r n d o e.org backslash de c.

01:47:59.000 --> 01:48:06.000
Please register there. You can also submit a question, and we also have a work.

01:48:06.000 --> 01:48:12.000
What is it, Google, Doc, or our word that Kelly? Can you help me with that

01:48:12.000 --> 01:48:14.000
The micro cell phone. It's a form, a Microsoft form

01:48:14.000 --> 01:48:22.000
Thank you. A Microsoft form going around when we are soliciting questions from our Thank you.

01:48:22.000 --> 01:48:30.000
Down to putting that in the chat from our district. We've also have a few posts on our Instagram our Cdc Instagram Kelly.

01:48:30.000 --> 01:48:33.000
Can you put the handle in the chat or announce it?

01:48:33.000 --> 01:48:41.000
Please, so that we can have people

01:48:41.000 --> 01:48:42.000
Thank you.

01:48:42.000 --> 01:48:45.000
Cec. I'll also put it in the chat, and all the everything's the link trees in the bio.

01:48:45.000 --> 01:48:46.000
Everything is clickable from there.

01:48:46.000 --> 01:48:52.000
Thank you so much. So please, please please make sure that you register or submit a question on the Microsoft form.

01:48:52.000 --> 01:48:58.000
Question, submission, and for Wednesday, at 10 Pm.

01:48:58.000 --> 01:49:02.000
So please get your questions in, or our meeting with the Champler.

01:49:02.000 --> 01:49:10.000

Also our business meeting is January 20, third, at 6 30, and again the CC.

01:49:10.000 --> 01:49:16.000

Candidate application process is to opens tonight. So you have a next account.

01:49:16.000 --> 01:49:25.000

You can go ahead if you want to fill out a candidate, application tonight is the first night to do that, and then I have one more announcement.

01:49:25.000 --> 01:49:38.000

So at an upcoming panel for education policy, we do have a specific item on the agenda that will affect our district is the proposed truncation of Ps.

01:49:38.000 --> 01:49:39.000

150 from A. K. Through 6 school, through a K.

01:49:39.000 --> 01:49:46.000

Through 5 school. So you want to comment at the panel for education policy meeting.

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That will be held on January 20, fourth at hey, Anne, please, please, please, please go on the panel for education policy.

01:49:54.000 --> 01:50:02.000

There's a a link to those meetings, and you can register to comment.

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But again this meeting will have an item on the agenda that affects Ps.

01:50:08.000 --> 01:50:09.000

150. The truncation. It will go from A.

01:50:09.000 --> 01:50:18.000

K. Through 6 pool to a K. Through 5 schools and that is the upcoming panel for education policy meeting.

01:50:18.000 --> 01:50:23.000

So that is the end of my announcement.

01:50:23.000 --> 01:50:24.000

Yes.

01:50:24.000 --> 01:50:28.000

Whitney, is it tomorrow or Wednesday you did you say the pep

01:50:28.000 --> 01:50:34.000

They said it was rescheduled to January twenty-fourth, at 6 Pm.

01:50:34.000 --> 01:50:36.000

Thank you.

01:50:36.000 --> 01:50:42.000

To comment on that. But again, that is the daring to truncate.

01:50:42.000 --> 01:50:47.000

150, through k. Through 6 to 5. If we don't have any other comments or questions.

01:50:47.000 --> 01:50:57.000

Oh, we do have one comment. Someone talked about the participatory budgeting for a technique of an office.

01:50:57.000 --> 01:50:58.000

Can somebody share that really quick? Because I I really appreciate Carolina.

01:50:58.000 --> 01:51:12.000

And for Julie want office, but we also are represented by

01:51:12.000 --> 01:51:13.000

Alright!

01:51:13.000 --> 01:51:14.000

Yeah. In the Q. A. Becka put that. It starts on the 20. There's a.

01:51:14.000 --> 01:51:19.000

A meeting on the 20 fifth of this month.

01:51:19.000 --> 01:51:25.000

Thank you. So please follow up, you know, and look at Councilmember Cup on information and social media.

01:51:25.000 --> 01:51:33.000

Carolina. Thank you for sharing for Council Member One and the follow up with them on social media as well for the participatory budgeting.

01:51:33.000 --> 01:51:37.000

But that is all. My announcements, everything that we discussed with meeting.

01:51:37.000 --> 01:51:43.000

I would thank everybody for coming tonight, and I'm going to move that we adjourn the meeting at 8 25 pm.

01:51:43.000 --> 01:51:49.000

Kelly. Thank you for seconding it. I really appreciate you all spending your Monday evening with us, and thank you very much.

01:51:49.000 --> 01:51:53.000

See you all on the 20 third

01:51:53.000 --> 01:51:54.000

Okay. Cool. Good night.

01:51:54.000 --> 01:51:55.000
Night, everyone.

01:51:55.000 --> 01:51:56.000
Thank you. Well, good evening. I know

01:51:56.000 --> 01:51:57.000
Hi

01:51:57.000 --> 01:51:58.000
Oh, next week is our business meeting first

01:51:58.000 --> 01:51:59.000
My everyone. Good night.

01:51:59.000 --> 01:52:05.000
Oh, my third

01:52:05.000 --> 01:52:06.000
No town hall, the town hall.

01:52:06.000 --> 01:52:11.000
No, the Town Hall is next week. Yeah. And our business meeting is January
20. Third.

01:52:11.000 --> 01:52:12.000
Oh, okay. Whoops!

01:52:12.000 --> 01:52:18.000
See.

01:52:18.000 --> 01:52:19.000
Yeah, it's computers. They

01:52:19.000 --> 01:52:20.000
Yeah, oh, anyway.

01:52:20.000 --> 01:52:21.000
It's all right. Alright, because then after that we got the email.

01:52:21.000 --> 01:52:26.000
Kate holiday for 20. Yeah. January 20, third

01:52:26.000 --> 01:52:28.000
Alright! Good night!

01:52:28.000 --> 01:52:29.000
Good night.

01:52:29.000 --> 01:52:32.000
Good night.

01:52:32.000 --> 01:52:33.000

Good night.

01:52:33.000 --> 01:52:34.000

And then

01:52:34.000 --> 01:52:39.000

Daniel. Maria. Thank you very much.

01:52:39.000 --> 01:52:40.000

Hey? What's the question? It's not a problem. I

01:52:40.000 --> 01:52:44.000

And Maria, thank you for coming at the last minute. Just make sure they send me a time sheet.

01:52:44.000 --> 01:52:47.000

They didn't send me a time sheet yet for you. Okay.

01:52:47.000 --> 01:52:50.000

Oh, yes, I will make sure that linguistics sense it.

01:52:50.000 --> 01:52:51.000

Thank you.