

WEBVTT

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to request that you please mute your microphone, and I will now call the meeting to order.

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it is 10, o 4, and I will call the role for the committee members.

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Okay, Deborah Alexander

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Hello! Chris!

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Jonathan Greenberg.

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Email, like, roughly

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Victoria Medallionas

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Victoria. Can you hear me

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Well, we we know she's here, but I will.

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I will move on, Michelle. More

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Marissa Asantos

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We need to song. She cannot make it today, and Esther, for all I'm here.

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So this is a working meeting, and this time we will not be hearing comments from the attendees, Comments can be put in the Q.

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And A. Though. So that is a way to communicate with us Comments or questions can also, as always, be addressed to the Council via email and the email addresses Cec.

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30 at schools.nyc.com golf. So CC.

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30 at schools. Dot Nyc dot golf today on the agenda.

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of course, welcome, and thank you for for being here.

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we. It's it's a working meeting.

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we have Odp on hand to give us to give us an update to give us more concrete information, to to work with, to continue the process of rezoning of elementary schools in Long island City, so to be able to go with that more concrete, info to go to the

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community to take feedback into account of the communities. So at this point for Odp, we have Riba, Lichtenstein, Samuel Steed, and Christina. Would like to give the floor to you.

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sure. Thanks. Esther. Good morning, everyone. I'm Reba from the office of district planning you mentioned.

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Sam and Christina and Max is here as well. There's a fire drill happening at the building.

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We work at this, so he'll be He'll be in and out on the call.

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But the 4 of us are here, and yes, we do want to share some information and have a conversation about some data, and then also talk about next steps for engagement and community outreach.

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So I would say, those are kind of the 2 big buckets in the time that we have that we'd like to work on with you all, and just to kind of ground us, as you all know, we've been talking about a potential rezoning to plan for what was the new school building of where

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Ps is currently located, and to address some challenges or needs in Long Island City in terms of capacity diversity, And we did have a working group with a vendor that facilitated some Engagement over the course of the last year in addition, to the work that you all have been

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doing in my team with community engagement and the report from that working group is on our DOE website, and I think is on the Cec website and where we left off.

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Is we heard, some priorities and values from that project that we then took internally, and did announce, to try to come up with ways to address, and really reconcile some shared needs and priorities, including

access to schools, near where students live addressing inequities particularly related to the Queen's bridge.

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zoning processes, adding programs and more school choice and conducting robust engagement, which were some of the priority, is highlighted by The working group.

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So we use this feedback to develop some potential scenarios, and we want to share some of the the data and the outcomes of that.

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The one thing I want to say at the top, which is partly why this took some additional time, is when we initiated that analysis and some of our scenario planning the class size bill did not exist, and since then it has been passed so those numbers are now part of the conversation.

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And we want to talk about that and keep that front and center in addition to all of the other pieces that I just mentioned.

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So we have a few data points that we want to start with, and then some visuals.

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And really, we wanna share this information, get some reactions, and have a conversation with you all, and then go from there.

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As well share my screen. And while I pull that up, Sam or Christine.

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Anything I missed in terms of the the framing and the why.

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We're here, and also Gail, can I have? Oh, yeah, thank you.

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Sure thing, alright, so

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Are you seeing one side or 2 slides? One: Okay, great.

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There's a few views on my screen. So the first data point and I just mentioned the class size bill we wanted to share is kind of the current state affair of affairs in the area elementary schools in Long Island city we did add 166 and 1 12 to this list too, just

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to create a broader picture. The first column shows organizational utilization.

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So that's not building utilization, but just for the particular school, because some of these schools, as you know, are co-located, and Ps.

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it is split, cited across 2 buildings.

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So this is not looking at buildings, but the organization, and what the capacity is in terms of the number of students.

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The schools can have based on the Blue Book, and how many they do.

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So you'll see there's a range here 3 84 looks really low, because that building is that school is still phasing in, and they're in a new building.

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but we see that 78 and 112 are more or less at capacity, and that 77, 11, and 1 66 have some capacity to grow.

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And then what this looks like in terms of classes is, you have the current kindergarten sections for Janet.

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Some of the schools also have small self-contained classes, but for Jenna Kindergarten we're showing in the second column how many sections each school currently has, and then the maximum number of K sections they can have with the space.

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That they currently have So again, 76 has some room to grow 78 and 3 84 are full in terms of the number of classrooms.

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They have for kindergarten. 1 11 is full, but their sections are small, so they have some space for additional students.

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1 12 is full, and 166 has space to grow, and this also accounts for their GMT program too.

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And then you have the current kindergarten enrollment.

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So how many kindergarten students each school has, and what the maximum number of K students they can have with the class size bill being at 20 students per section.

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So you'll see here for some of the schools. They would have space to take in more kindergarten students, and for some of the other schools, like 70 and 384, they would need to have and 112.

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They would need to have less kindergarten students given the number of classrooms that they have so right there.

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That's kind of the the first data point as a as a starting point that we wanted to share, because this is part of what we use when we think about rezoning is how much space each school has for kindergarten, And if we do initiate any sort of rezoning or policy change we

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will have to apply the class size bill to that planning so definitely wanted to share those numbers as a a starting point.

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Then another data point is the zone enrollment and retention rates, Zone enrollment shows how many students from the kindergarten class that are enrolled are from, the zone and Then zone retention shows the percentage of the zone size that is enrolling in the school

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so kind of 2 sides of the the the coin there, and I'll explain it for one school just to really make sure it's clear, for their zone enrollment rate, and it's an average over the last 3 years.

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Is 52. So that means of their kindergarten, cohort, 52% of students are from the zone, and then the 42% means of the number of students that are zone to 78 42% of them enroll in the school So

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you'll see zone enrollment most of, if very close to all of the students.

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At 78, come from the zone. Their zone retention, though, looks low because about half of the zone, goes to Ps.

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384, which is a non zone school, but serves as an overflow site for 78, and then it varies from there in terms of the what we would look at as retention rates for the zone which also helps us understand how big a zone, can be so

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that because we use this to see how many of those Zoom students will actually show up at the school

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So, using all of this, we are looking at some preliminary projections, and in a moment Christina is gonna share this on so map so that you can see the the visual sizes.

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Of what we're talking about, but we're looking at zone size here.

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So the current zone size, And we're focusing right now on 78, because that's the main zone that you saw on the last 2 sides.

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That has kind of a full zone enrollment, and that is where we might be creating a zone for 384.

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So the current zone size for 78 has 211 so, and the kindergarten students at 78 from that zone are 93 and 3, 8,500, so that's the total number of K students enrolled in each school So you'll see even right

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now in the 2 schools that serve the 78 zone.

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There isn't space for all the students that are currently in the zone area at Kindergarten, which is one of the reasons we've been talking about this area and doing a rezoning is because of the over utilization at 78 And then we also take into consideration which I know.

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you are aware of, and have them raising to us in the school construction, authority.

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The residential construction in the area. So over the next few years, if we were to project some of that in this area, and Sam and Christine I can speak more if there are questions about this we would project 50 to 60 new kindergarteners in the Zoned area for 78 projecting

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K. Residents to be between 2, 61 and 2, 71 with the class size.

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Bill. As I mentioned, each school would only be able to accommodate 80 kindergarteners.

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So, already, even without rezoning. This is the kind of the deficit in this area for the 78 zone split across Ps.

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70 and 3 84. So, looking at all, this is, how we started to think about Okay, So what do we do and what we want to show you is kind of the size each zone, could be.

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If we took into consideration the class size bill, and then some of the other priorities that we heard come out of the working group and the secret project.

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But I'll pause there to see if there are any questions on the data before we kind of show it on on the ground. And what it would look like on a map

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present.

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Sorry, have have they taken into consideration parcel?

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See that there's a promised cited school that's in between the 2 Tfc buildings that just opened.

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I believe. Oh, gosh! Is it 2024 that it's set to open?

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Kelly, I see you have a hand. Raise

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It, doesn't Yeah, we take into consideration parcel C: and new capacity projects parcel. C.

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Doesn't have an opening date yet. It keeps being Tbd.

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On the building completions report as Sca works out some project delays, so it doesn't.

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Am I? I might be misquoting

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so theoretically, as you showed where I'd like it, said 50 buildings, I guess that are decided to be built on the last slide where I think it changes the numbers to like an extra.

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I Can do a project to like a 75 to 100 more incoming kindergarteners to be in that.

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It's not projected for 2024, but it is underway

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theoretically personal. C was to also help with that correct

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And oh, sorry, no, I'm sorry. Go ahead. And second

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so some of us I know Jonathan and I were both on the initial email and then Whitney further.

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So Sca had contacted. There were a few people in, and Dr.

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Caposta was on that email. It was last month to say that they were gonna do an announcement and update regarding a school site.

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It finally in Court Square, and then the date the night before.

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It was taken off of our calendars, and canceled, and Frank Wu had contacted to see if there was an update, and they said that there hadn't been so.

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I mean, I think it It's fair assumption that we all thought there was going to be an announcement that a school was finally had found a space, or I mean, they sort of had hyped up the email that i'm assuming they wouldn't call us all together to be like the up to it is

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no update. So I mean, I'm not quite sure what happened of maybe the least space didn't come through, or what it was.

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Yes, yeah, So Hmm: Sorry. Good: Yeah, We definitely include both like the residential projections for construction, for new students and the new capacity that the DOE is building and reconcile both of that when we think about a rezoning and a new school planning

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Yes, and there should be an update in the the very near future.

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And I know Sca and and my team recognize that the Cec.

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But I. Is it fair to assume that there was potential for a school in Court Square?

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Okay, so would it be when we have this information? Are we able to like pivot with projections?

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In the community have been waiting a long time for An update on that. And The sca anticipates having good news to share shortly, so that is also in the works, and would be included in our in Our planning too.

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Yeah.

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I can look if you give me a second at the building capacity, and can say how many sections per grade, it will likely have and then, for Quartz square we don't have any additional information but when we do we'll certainly include that in our planning.

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Look like to add a quiz show with the 2 spaces, and do you happen to know how many kindergarten classes theoretically will be in parcel C.

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It's actually great news. That's the most update we've had regarding Court Square.

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I I just want to very shortly interrupt with something very technical.

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So, while Reba is, is looking for information, we noticed that there, while the settings of this zoom have been set up with A. Q.

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A. It doesn't appear to. It doesn't show up.

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So, instead of those who are attending, we wanted to offer you an opportunity to leave comments in A. Q.

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A. Instead of using the Q. A. You should now be able to use the chat function in addition.

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Of course, to emailing us, you know, to to our email address at CC. 30.

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It. Schools dot Nyc. Dog, but for now, instead of the Q.

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But I'll I'll pull up that personal C number in a second.

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And the last time we had an update on the and thanks Esther.

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The last time we had an update on the approximate Caesar parcel.

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See, it was 572 seats, and then with 96 seats for district 75, so that equates to roughly 3 sections per grade We'll have to talk.

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Like We always do with a new school about the planning and and what it should look like in terms of whether you know it's a C to 5, and pre K.

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And 3 K. And all the things. But that's the initial understanding of the the size

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Okay, So that's kind of the the framework for the data that we use to begin to inform zone maps.

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And I wanna, turn it to Christina, who's going to show a few maps and she'll talk through them.

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and what they really show is kind of like what those zone sizes would be with different scenarios.

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They're not the exact lines of where we would draw the zones, but more so, just to show the gist of the size, so that we can hear from you all your thoughts.

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First before we kind of lay anything on on the ground for a a more formal map proposal so I'll turn it over to her, and if she doesn't, already, Christina, do you have co-host can you share your screen.

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I'm gonna share my screen just in a second.

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So we've created a few visuals, too.

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Is straight, approximately. How the zone sizes might look like of the combined.

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Sunday and 3 84 sounds under a few different scenarios.

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I'm gonna go through 3 of them. 1 s.

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Let me just share hopefully.

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sorry. 1 s. It appears that I need to change my settings.

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Sorry, and bye

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At this issue. Sorry 1 s, Sam Dave, by any chance have it already up

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I don't sorry, but I can. Okay, You you keep trying it.

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Okay.

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Sorry about this, have always been able to, but

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1 s.

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want me to try

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sure.

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Okay, Is it in the excel that you said

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the second tab first. I'll talk to you about first, and then I'll go to the Hmm.

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Hmm.

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Yeah, Thank you, Sam.

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Okay, So the the first math sorry visual that we wanted to to go through is this: looking at the class size?

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Bill, because that's Riva mentioned. If we do any sort of rezoning, we would have to first apply the class size bill, and so we wanted to see what that would look like to get a baseline, understanding So in this scenario, got it.

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Given the size of the current. 78 zone; or, in other words, how many kindergarten student we live in this area, in addition to the capacity, the demographics, the zone, retention enrollment rates in order to comply with the class size bill the combined zones.

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of Sunday, 8, and 3 84, with lively, include approximately 174 kindergarten students, but exclude 45, and I guess I I just wanted to emphasize again that these are not meant to show specific phone.

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Lines, but just to convey generally what the size would look like.

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and the next tab. Bye, and if you switch to the other tab, Thank you.

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so here, and then in the one after. We also considered what would the confined sound size approximately look like if we implement the diversity admissions, policy, or dia policy, a diary policy would give priority to students who qualify for free reduced price lunch students who are

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English language, learners and students who or in temporary housing.

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And so what that's the 2. Ti: as you look at is, what if we set the Tia target of 50%, And the goal of that would be that 58% of kindergarteners living in up sorry going to 78 and through 84 would meet at least one of

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the Daa identifiers to give some contacts as to where we got 58%.

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so in the Powerpoint we listed a few different schools.

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if we looked at kindergarteners in all of those 6 schools, on average, in the past 3 years, 58% of all of those kindergarteners in all of those 6 schools need at least one daa identifier and So if we implement aj policy, and take into

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account the class size bill. We would have to shrink at it or make the combined sound size a bit smaller to accommodate for students coming outside of the zone in order to meet the dia target

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I'm happy to go. So the last visual that we have.

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so in the next tab we we also thought about What if it's lower?

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so maybe not 50, But what if it's 39% and 39% is the midpoint between the target and where the current 78.

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zone is at right now. So right now, on average, that 90% of kergarteners in the current 78 zone meet at least one of the da identifiers and 39% would be the midpoint and so we implement ej policy set a target 39

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percent, and also account for the class size bill. Then the zone size would be slightly bigger than what it was in The previous.

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Tab, but still smaller than what it would be if we just implement the class size phone

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and then so those are the visuals that we prepared for us today.

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I guess I just wanted to emphasize again before I pass it back to you.

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About that. These are approximations of what zone sizes would be, and not not meant to say that these are where the zone lines would be.

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we also, for the purpose of creating this visual, as we didn't take into account residential construction.

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But if we were to proceed with the rezoning, that's something we definitely would also take into account.

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Thanks, Christina. Just a couple of clarifications, or just one clarification, So the 58% dia percentage across all of the potentially impacted zones in the area of interest.

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that's the just for clarification, as the per.

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That's the percentage across all these areas of students who live in those zones at the zoom to attend the The schools.

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and the other thing is obviously just so. Everyone knows what the impact would be.

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But you know, taking into account residential construction estimates in this would obviously make each of these scenarios the gray, area would get a little bit smaller in each of these areas.

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Now the The presidential construction is disperse over this whole area, so it's not like you'd be taking the 50 to 60 new projected

kindergarteners out of just the zone, air area and nowhere else but there would be an impact.

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Okay, thanks. Sam. And I think, just before we turn it to questions and comments and start to talk about this, I just want to explain why we looked at it these 3 ways, and Christina shared about the calculations for dia.

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But again just kind of like circling back to what I said at the top about the different priorities, and what we've heard from the community.

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the class size, bill only visual, which is what would be a rezoning if we just did, I guess, for kind of like lack of a better term, a straightforward rezoning meets the the priority from the community about access to a school, close to home but doesn't address the I would

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say other and kind of like equally competing priorities about access for community members and prioritizing diversity.

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and then the diversity. One does open up the door for students from outside of this area.

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Students in Queens Bridge students that do qualify for the diversity, admissions, priorities that Christina described as a way to increase that excess, or that access.

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but then we'll make travel distance greater. So I think for us and then there's a class size bill, so it's a lot of and this is true in all of our policy decisions.

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But it's a lot of competing needs and priorities, and really want to hear from you all reactions and thoughts about how to continue to reconcile that.

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And and hear as many voices as possible, and then also recognize that this is like information that we haven't looked at is this way before, so it's a lot to digest, and that we should and will continue to have.

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Conversations about this and certainly don't need to get to a decision about like which of these scenarios, if any, is the right path forward.

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So I'll leave it there. But we looked at it as kind of How do we?

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And we keep looking at it and talking about it, and want to talk about with you all like, How do we reconcile all of the competing needs and the new reality of the class size bill and some of the new capacity like Kelly asked about that's coming online in the next few years so that's

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where we turn to you all, and want to hear your perspectives, and then ultimately the the broader community, as well.

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So I'll I'll pause there, and we can just go into.

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no. I think it makes sense to first hear reactions from the the council members, comments, questions, and then we can have, I mean, and that that will be probably part of a discussion and depus or hand.

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Thanks. So just a bunch of questions. First, before I can sort of comment.

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So my first question is, it sounds like to meet the dia targets to meet to make that 58.

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We are now looking at 6 schools, the we're including schools that are now into Astoria, like 1 66.

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I thought I was under the impression that during the Sepril engagement we were really only looking at the 4 schools, and that we had decided to put 1 12, and 1 66 to the side for Now, I don't believe any of those schools slts or ptas were engaged so I

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I'm confused as to why those are now back in the mix.

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I'm gonna I'm gonna lay all my questions out unless you'd rather answer them one by one.

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second is will transportation be provided back and forth.

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If if students who are currently zoned, let's say, for 1 12 who might not make the over a mile cut off for for transportation, how how does that work?

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And then if we're sort of pulling a few kids from here and a few kids from there to make targets, will there be bus stops, because you need a

certain number of kids to make a bus, stop so that concerns me at first the new capacity you addressed but I think that we need

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to look at the new capacity like we're sort of putting that aside because it's not definite, or it's coming in a couple of years.

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But if we're going to look at the class size bill which really isn't going to come to fruition for another 4 years, we have to sort of either decide, we're gonna look at class size and new capacity, or not look at both but we can't just look at class size, and not look at new

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capacity. So I'd rather have those to slight unknowns be either in or out.

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and oh, the my biggest question is so. The students who are now zoned out, Who of the of the traditional zone of the original zone?

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What is the plan for them? And I know that one're not being super specific.

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Now we're not looking at specific lines, but a high, level.

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Look at what the plan for those students who are now not zoned for 78 and 3 84.

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no thanks for the questions I can chip away at some, and and my team can chime into.

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So the first question about the other schools. So right now, for this visual, we're looking really actually at 78, and 3 84.

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We did include the data of the other 2 schools. As you know, information on the the whole area which we often did when we talked about Lic over the last couple of years.

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if we were to actually pursue a rezoning that did include those 2 schools, we would, of course, continue to engage with, for we have talked to those those principles, but would really have deep engagement like we live with the other schools but definitely no decisions have been made about which specific schools beyond the 4 that

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we've we've talked about already in terms of the data, Why, we include those in the mix is because the Queen's Bridge Housing, which is a big part of this area, some of the buildings in there are zone to those schools So the data for the demographics, and the number

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of students, I think, for us. It helps show like the whole picture, and including that area, because they've been a part of the conversation.

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But we can keep kind of aggregating it if that's helpful for the specific for schools.

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and also if we, you know, move forward with the rezoning, of course, would would continue to talk about which schools for transportation.

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I, Christina, can I share my screen for a second, or Sam?

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Whoever sharing.

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we have, I'm just pulling this up to add a visual to what I'm going to say.

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There's the DOE stipulations for busing.

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So again, depending on grade level and distance, it would likely go as far as if we where to pursue a rezoning, as we often have in certain areas that had kind of like nuance, or special policies like potentially a di a target I think we could work with OP-t But

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it would start with this and I don't think, and not map, because it is just areas and not specific streets.

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We've looked so closely at the the travel distance.

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but certainly, if students have to travel more than than half a mile, they would get some form of support with transportation.

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I'm trying to remember the other things you said.

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Oh, the the the class size, bill, and the new capacity.

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So the class size, Bill. What you said about it being implemented over years is generally true.

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we have 5 years to phase it in and to as a whole, Do we figure out how to citywide apply it.

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but when it comes to new policy, like a rezoning, we will have to apply it so that's why we're your looking at those numbers.

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With the class sizes for kindergarten, because that takes away the the phase in like any new zone lines.

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We draw, we'll have to plan for that, and I think if we were to do a rezoning for for next year, since those 2 new schools are not going to be open, we'd be looking at it the way we're looking at it now without the new capacity for parcel C

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or the Court Square School, and we would have to reevaluate when those schools come online.

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So I think that that is a question kind of like back to you.

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All in the community is with with the buildings and the space that we have available to us now.

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And the class size, bill and the data that we're sharing. That's kind of the the current landscape. And then we would have deployed for the new schools when they open anything to Add on any of what I said And deb was there one more. Question that I didn't answer

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oh, yeah, where where do the kids who are in the current?

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73, 84 zones. Now that they are zoned out. What!

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No.

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Yeah, I think that connects back to your question about why we're including 1, 12 and 166, as I should in the the Powerpoints.

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There is space at 76 and 111 to grow those zones, and take more students.

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There's some space at 166, and broadly, there's capacity across, you know, across Long Long Island City, in the broader district, a story, If we were stretching up further north to take on these kindergarten students But again that requires travel in a and a

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rezoning so I think it's yet another question about how folks feel about that.

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but there is space at those schools to to take these students to grow those zones

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Anything that I said that folks that odp wanna add on to

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thanks, sister. So just a couple of comments. Questions. I'm trying to be not.

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I'm trying to absorb filter my comments, I guess one of the things that I signed as as a parent alarming is at third grade.

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There is not a bus option. Then you are. You have to take the subway.

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so most children in third grade are 8 years old, and we're handing them metro cards, and an unsafe system at the moment.

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And also, I think it'd be super helpful for parents when you're showing these maps or potential maps drawing.

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I know you guys are calling them visuals, but I mean it's an app to me and I think to most people I think it's incredibly helpful if you show exactly where subways are, there is not a direct line from hunter's point 7 trains not run that way it does not directly

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go to the Queens Bridge area, so they have to change trains in Queensborough Station.

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I'm please pause up so it's it's also the connecting and I don't know about anyone else.

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But my 9 year old still wears batman underwear and watches Spongebob.

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There's no a chance, and any circumstance that I'm allowing my my child to get on the subway and transfer trains, and and doing that so the burden that we are putting on parents to now have to financially pay for their own subway assisting their children to school but also the

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commute times that we're dealing with with having to do that because there is no straight shoot across?

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And we're also assuming that people with 8 year olds are now comfortable with, and this will change a lot of these children now be regulated to taking subway to school once you hit their grade, and that's concerning But also.

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I know to what Deb said. I do think it's important that we're factoring in this reduced class size, which is not going to transpire for another 4 to 5 years.

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but we're not taking to consideration the fact that we know that eminently there'll be an announcement I'm assuming within the next couple of weeks that there will be a school and courseware And i'm also assuming that it's not going to be that

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it'll be opening in 5 years. I also think that parcel C.

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I mean, I understand that there's a tentative open date, but it has been cited, and it has been funded so we do know that it is coming.

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So we can also take into consideration But that's not going to be another 4 to 5 years.

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so I do think that showing where the subways are showing, who at third grade would be having to now take the subway unassisted also, showing where these potential new locations are in relevance, to where these new buildings are phase to open I think that we need to be as analytical

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as possible and play out all scenarios because where you have 3, 84 zones right now, on both of your perspective maps, is right.

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Where parcel C is so parcel C. Where that school is cited will be coming.

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It's not that you guys are canceling it.

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So I do think you have to take a consideration how that changes.

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What that looks like. I also think that we're not discussing what happens regarding middle schools, Hunters Point Community.

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Middle school is not zoned, and from my understanding, and from my conversations, they like it that way.

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They like the fact that it's an opened unzone school And I'm not gonna tell a school if if that's what they want, I I I support it.

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but that does leave 78, as the zoned middle school for this area, and we're actually adding a precipice, of a problem which we haven't really discussed.

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Yet, and the fact that the highest grade currently at 3 84 is fourth grade.

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So next year these children are going to be the first time at 3D.

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4, applying for middle school. They're going to be applying most likely to 78 getting into Hunters Point Community Middle is not a guarantee.

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Then you don't have a preference, because you live in a quote unquote zone or 78 Quote unquote zone.

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So our 3D. For aware that for children that are already in elementary school for 78, if there is a preference, or now preference a priority for students that are in elementary school, at 78 to go to the middle school, so 3D 4 is gonna have a real problem when it comes to

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middle schools next year during the application process, and as they're phasing in, they're growing into their school, where you know, it shows there's for kindergarten classes.

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I don't know if there are 3 or 4 first grade classes, but as a group but it's it's growing into it.

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So what's gonna happen next year when these children apply for for middle school and for 78, the way that you have it zoned the children a vast majority of the zone that live along the waterfront wouldn't have access then as a priority to get into some dates middle.

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hi! Excellent! Speak some to that. I have a fax apple down.

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I work with re business planning. So let's see, I wanna start, I think, where you started around the timing.

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So as I mean, you know the the class size.

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Bill is a phase in to compliance, but that doesn't mean that we can just flip the switch. 5 years from now.

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We need to begin getting our schools into compliance, and part of that as sort of the do We Legal is understanding it Right now.

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Here's that anytime we make a major change such as a rezoning that you know, is voted on by a public body.

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We need to plan to be in compliance, so we can't present at least what the guidance we're being given is we can't present a rezoning now to be voted on that does not plan for compliance with the class size.

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Bill. So that's part of the reason we're emphasizing that right now.

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you know Sca has not come forward with public timelines around either parcel C or the Court square capacity From our our internal conversations we do think it will be at least several years.

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Given that you know, from groundbreaking, it's typically at least 3 years, and sometimes 5, and we're not at groundbreaking yet on either site.

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So that's the context. We're operating in.

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We do want to account for those just like we want to account for new housing construction in the area, But we're not really in a place where we can say All right, if we're rezoning, for you know a couple of years from now?

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We can count on that capacity. I think your point about travel is totally valid.

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you know we really are emphasizing that what we're showing today are visuals, because they're really just meant to represent the size of what 78 and 3 84 can accommodate rather than the shape, So trying to match.

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Those shapes to public transit lines. I don't think we're there yet, but you know your point is is totally right on that.

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Like they're they would be smaller zones and families would have to travel I'm trying to think with as far as middle school, you know.

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I do think that's a separate conversation. My understanding and that Dr.

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Compasto. Correct me if you think of this differently, but our understanding from the zoning is that 78 is zone for elementary school, not middle elementary school kids who are in the es don't get a priority for middle school but the actual zoned

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entitlement of the area is to is 2 o 4, so I think I may have missed one in there.

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School. So what are we doing about that? Have we thought about that?

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so I guess my, my comments back to that. I appreciate it, Max.

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Was there anything else, or anything that I can further clarify on that

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That's some good contacts. But what you said plan to be in compliance.

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I agree with that, but we should also, in the same way, plan on what it's going to look like in the next.

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Let's just say, 3 years of of this opening, because again, this map shows right where parcel C is So if we're talking about planning growth, let's plan it's what it's planted all the way out and you know when you say we're not there, yet But I

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I mean, we need to be there. Yeah, We need to be able to see where parents I know about the third grade that you have to take the subway within under a mile, and that there is not a bus option, because I I'm on cec So people that are Cec: council.

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Members we have. I I I knew probably 1% of what I do now before I got onto Cec because of this, but when you have just regular conversations with parents, the neighborhood at school events, and you mentioned this, to them.

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They're like, wait What What are you talking about? I do think that as well talk about engagement.

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We also need to talk about the harsh realities.

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Not Just what do you envision? A school should look like?

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What are your priorities? Well, like also, this is what it looks like, and people need to know.

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Transportation, is it, big part of how people get to school?

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Most people don't have cars. I don't have a car.

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I can't drive my child to school every day. I rely on public transportation or city bike, That's how I get around.

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I also shockingly. I'm a huge environmentalist. I don't want to own a car.

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I rely on taking the bus I rely on public transportation.

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I don't like. The idea of increases of diesel fuel buses being added to our neighborhoods, end our environment in general.

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But that's my own personal preference, and I and that's just me speaking about my my morals and my values.

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however, I you know I do think that we need to not.

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Everybody has access to a car has access to Uber, and not everyone wants their 8 year old child to go by themselves and change trains and be in the subway.

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So I do think we need to show what this looks like.

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And I think we need to be as honest and transparent about what everything could possible.

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Hmm.

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Oh, no! We're we're on the same page there.

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We need to look at different snails. People just have as much information, and no one feels blindsided, and I I do disagree that I believe that 78 elementary school does have a priority to 78 middle school

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It's a priority, but it's not his own title.

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But then you're but then you'll be sort of switching it, though.

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But then, are you saying that you're gonna switch it as a priority, because that's a conversation to have the school.

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So it's not going to. But what you're doing is then to everyone on the waterfront, and that map for 3 84.

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It's like you. You wouldn't. Yeah.

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Who's this priority to be able to go to middle school in their own community?

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Oh, I see what you mean right If there's a reason.

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If there's an elementary school rezoning.

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Gotcha: yeah, yeah. Yeah, So I mean, I think this is the form certainly to talk about these issues.

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And I think we wanna you know, when I say we're not there yet.

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I think we wanna use this space to advanced toward You know what we see as a viable next step here.

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I don't think it's necessarily productive to drop, say, a firm map with a very small zones that does not have support even on this committee.

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Right? Like I I think you know we want. We're bringing these visuals to be transparent about what that map is gonna look like.

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But I don't think we wanna go to slts and get feedback on it.

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If it's not something that you know, even in this space, we think, is a good idea.

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So. I think you know, we wanna continue to hear from this group.

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You know where we should go with. This, you know, is a rezoning at this point.

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Without our new capacity accounted for, because it's not going to be around in the next couple of years.

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Is that where we want to go with this? If so, how do we?

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Yes, yes. So that's a problem. We need to talk about it.

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I mean, I'm on. I'm the Pta President of Psi.

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78 full disclosure, and I'm on slt, and I certainly think I've also spoken to 384.

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I I certainly think that our schools are feeling like there hasn't been, and and I understand your point of if we don't agree that this is what it should look like.

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What's the point of engaging slts? But I would say that there needs to be an equal priority to also speaking to these school communities, We have done no real meaningful engagement with the school communities I think that we need to have town halls with all 4 schools so their voices, are hurt. So you're.

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Getting an accurate depiction, and not just to filtered version of what these voices are.

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Allow parents the space to say, Hey, give them the facts, lay it out, and then be able to tell you what is best for their families and best.

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Would It looks like, as we grow into this and it shouldn't be the voice of just 11 Council members, and it shouldn't be just the voices of a few cherry-picked working group members which I disagree with I think the priority.

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Does need to go to these schools, and I think it really we have to be advocating for all of these parents we have to advocate for one eleven's voice for 76 is voice for 78 voice and 384 voice and anything less of that on in my opinion.

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yeah, and we're certainly I mean, I think I don't.

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I'll defer to you all about timing and and when we want to pivot to talking about next steps, but we're certainly happy to, and and want to, and and we're not only willing to but plan to meet with all the slts in the and the community members I think what we go to those

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slts and show visually, and talk about like showing these visuals that we showed today, you all because of the conversations that we've had over the last couple of years no the gist of what we're talking about when we talk about the priorities and the potential plans.

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so I think when we go to schools and talk about potential plans, we want to understand where you all, or add on your thinking, so that we're to Max's point kind of having a conversation that's rooted in like what is feasible and viable given the ccs perspective, since you all

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do ultimately vote on rezonings. But yeah, I I agree that some of the next steps are to meet with the school communities, and I think either here or if we need again, what this group should be agreeing on our team and your team or this collective should be what what we present, and what is even

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like palatable, because if we do show that the Dia Matt, for example, that we put up, and that's like a non starter here and then people see that and latch onto that idea, we need to think about how we're going to I guess reconcile that So that's why we wanted to start

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with getting your reactions on. At least the current state of affairs.

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I also would like to open up the space. That's Michelle, I guess, with the hand up

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Okay, Yes, is a phone call also with a hand up by them. No.

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I think it's

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Jonathan. Sorry

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Yeah, yeah, sorry. Can you hear me

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okay, yeah, Sorry about my Internet, cut out. So I'm calling in by phone.

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Now I just I wanted to say a few things. One was hopefully just to correct the record, because I, as I understand it, the busing policy goes through sixth grade, and that's students are If they're you know, if they meet, if, they meet, the requirements to get a to get a

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bus, they are eligible for a bus. True, sixth grade, not second grade or third grade.

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yeah, that is direct. Sixth grade is to get the last year to get the yellow bus.

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Is that Mike correct on that?

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I can pull the visual backup, but I know you can't.

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Yeah.

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You are correct. John name Dennis Then Then, after that, of course, we give out Metro costs through all middle schools, unless it's special LED, and they have busing.

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And here is it

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right.

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The busing, though, for sixth grade is, if you're more than a mile away, for it stops at grade, 2 for beyond half a mile away.

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I see, I see, I see, Okay, So there is a that distinction between the younger younger kids than the older kids.

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I still would like to say that the idea of an 8 year old being on a a subway or a public, a a bus of the city bus themselves is a red herring that you know very few of any kids are ever on buses themselves however, there are thousands of kids across our district who do travel

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to go to school. They travel because their parents I choose to send them to a different school for video.

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For many, many reasons, and and I would I would imagine that most of them are traveling by public transportation, either buses or and or the subway.

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So that's just the the reality. And you see that in part with the data on zone retention rate that we saw when we see that only 60% are only 40%.

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Or however many students from a zone are going to their zone school.

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Some of the kids who are not going to their zone school are traveling to go to different parts of the district or different schools in the district for the zone school Not all of them necessarily, but but but some of them, so that is already happening.

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I also just want to support, including 1, 12 and 1 66 in this data, not only because queens, bridge families are zoned to those schools, but because all of 1 12 and part of 1 66 is zone is really in the neighborhood that we're talking about here, So you know when we talk

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about in a neighborhood, and I've said this all along from the beginning of this you know, when we've been talking about this rezoning, think it's really important to look at this whole neighborhood.

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And Look at all the people who live live in it. The other thing I just wanted to ask for is, if you could clarify what Dia means, what diversity and admissions means, and how it works in in maybe a little bit more detailed way for the benefit of my fellow council members and any

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I can answer the last question, and I think the and we'll go back to the earlier points. He said.

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So the last question about Di stands for diversity and admissions, and there are different categories that we can use for that, including students that qualify for free and reduced lunch students that live in temporary housing students out our English language learners which were the 3 buckets Christina said

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make up the percentages that she shared. We've also done priorities for students who live in nitro housing but it's a way to creative admissions.

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Priority that I guess sets aside seats is the kind of like layman's way of saying it for a certain demographic or group of students.

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Why works about that in relation to zoning is zoning the way it is, designed is always the first priority.

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So whenever there's a zone for a school, if you, our zone to that school, you are entitled to a seat at that school.

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So in order for schools that fill up with zone, students to create space basically for students that do meet one of those demographic buckets, we make zones, we would have to make zones smaller which is what we're looking at when we're showing the visuals, at 3D 4 and

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78, because for schools that have, like 97 or 100% zone retention, we can assume everyone in the zone is going to go to that school and then there wouldn't be space for students outside of the zone, to come in so di is like another priority

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bucket, or another. Admissions method that we can use, and it's part of the way the DOE reconciles what has been discussed in the community about access and equity and and schools being available see if that schools being available to students maybe that don't live directly in the in the

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Does anyone want to add anything to? To this? In reply to Jonathan?

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I could just share that. We do have 2 schools doing that.

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300 has taken 40% of their seats in kindergarten, and they are asking for housing children in district 30 So that that's one and 290.

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One also has that program where they had take children from. You know what lower social economic class depending housing could be.

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Shelters, and it would either children from other parts of the district.

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if not, I Also, I have yeah.

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I I would also, before I hear again from Jonathan Kelly and and Depp.

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I I would also, just when I'm wondering. So there are now these 3 visuals with with scenarios.

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Is it? Is it useful to also have to as a force scenario Here, do nothing and wait till till we have clarity about what is going on on?

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These parcels, what we can expect in terms of capacity.

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I mean what there's going to be, I mean, maybe I shouldn't do the word winners and losers, but there's going to be advantages and benefits for whatever scenario.

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There is what are the mostly the disadvantages of of pushing a zoneing even more forward.

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Is that something that Odp can also look into? Or it would, did they?

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yeah, that's certainly an option. You know we don't have to reason.

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We are considering it, and looking at it as what was the next step from the working group recommendations, and I think a lot of that was wanting to change the status quo, and naming that the way things are working Now, are not accessible for everybody and do raise challenges for certain community members that doesn't

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mean that we have to do a rezoning right.

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The second one option, because 3 84 is not currently zoned.

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We could do a di priority at 3 84, as a way to set, maybe a a class or a certain number depending on those averages that Christina shared of seats to prioritize students that do meet those diversity and admissions targets as a way to chip

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away at some of the issues that the community has raised, and see.

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Continue as we use, been talking about with the the new Middle school to just kind of you over your look at the data, and then also include the new capacity when it comes online when we have more information we can start there.

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And that's something that isn't a rezoning so it could be could be implemented as soon as next year.

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I think that's an option, and I think we can keep talking about all the options.

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I know the new programming was something that also came out of the working group, adding programs at schools in the area as a way to increase access, and is also something that's on the table.

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So short answer is, Yes, that remains an option, and I think we want to hear from you all in the community.

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If that's an option that we want to consider, and then I know Deb and Kelly have their hands up.

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I mean, not something that people want to hear, probably, but given the pluses and minusing of my minuses of voice, of what we have, is is that even something to take into account

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Yeah, So I I I wanna suggest that both Kelly and that had their hand up.

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So you you go ahead and then past the mic on to to Riba.

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In the interest of time. I I would like, if at all possible, to to keep this till 1130, but you know not too long, and then we will just next step is important.

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things, Esther and I also just wanna see. Thank you for what you just said, because I think also we're looking at all scenarios, which is very important.

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And I'd also just out of curiosity, adding it to a potential of what it could look like.

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And I think the way that Esther said it was very concise and perfect.

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So thank you, Esther, and Reba. Thank you so much, because I think on our previous caller there was a real attempt to undermine what I was saying that it was inaccurate, and I appreciate you clarifying the fact that in the potential of what is listed per terms of

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children, being 7 8 years old, getting subway car or subway cards.

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in these projected potential I don't know potential maps to visuals, whatever we wanna call it.

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this really does impact because of the distance. This really would put children that are 7 and 8 years old right into that stone, and a large amount of them.

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So I just wanna make sure that what I said is know that it was correct, and to not have that undermined.

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But I also think that it's really easy when some of our Council members that have children that have the luxury, of being able to walk to school safely at their local schools it's really easy to tell other parents that what your 78 year old on a on a subway when you don't have to do that

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to your own child, so I know, as as a as a parent.

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Even my son is 9 years old, and that is not an option as a parent that I would allow.

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Nor would I feel safe with, and I I would think that a lot of parents would actually echo that a lot more would echo that than would not.

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Okay, this is we have Deb. And then I see that Michelle has her hand up, too.

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if Michelle wants to go, I I can. I I'd rather Michelle, who hasn't spoken yet.

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Okay, I'll just make this really quick, Because, thank you.

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because my voice is scratchy, and also I don't have the availability to really look at the maps and debts like you guys today So I like to also reserve some comments to late. I want to have a great opportunity.

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Hoping Reaper, that you will full with these to the Council, with your definitions on it.

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So that we can digest it a little more. I would appreciate that The other thing I also appreciate that, you know, I think what also needs to be stressed is the options for parent choice.

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For schooling, you know, and in the discussion about access and getting here, diversity and admissions that's great, but also in the outreach.

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Is it? There should be an option that parents now giving a liberty to make a choice, have an option for choices, schooling for their kids.

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Well, somewhat dismantling that whole structure with Coinsbridge housing, and all those keep, all those families in children being bust all over the district And I think that's important consideration that came out of this.

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So go ahead.

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Not at all Michelle. Even when crappy.

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okay. So I put this in the chat. But I just wanna highlight it in terms of going forward.

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I think a visual that's a little clearer for parents.

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When we're presenting this to parents. I know the question for for folks who would be coming into the 78, 84 zone, and folks who would be going out of the current 3 84 78 zone they're gonna wanna know what that looks like and who you know how many I

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know we have all of these great map making capabilities just to see the concentration.

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So what zones would would in a dia situation be sending?

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What are? What are the projections that you guys can come up with to show us as without being super detailed about?

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You know street streets, zoning and everything like that.

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okay, I'd like to know at at some point how many kids we're talking about from Queensbridge that are zoned for 166, and 1. 12.

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So we're Are we talking about 8 kids? Are We talking about 80 kids?

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I think that's important when we're bringing in to in big zones and 2 big schools to know why we're doing that, And if it's because there are 8 kids, or because there are 80 but that makes a difference so it doesn't have to be now But i'd like to know the

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number of of kids zone there. Okay? So we, I also think we need to be clear which we started doing that dia is a priority versus a zone that has to be really clear, if we're talking about zoning or not zoning my next question is what happens if

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the targets aren't met. So Dr. Pasto, brought up as an example, and to my knowledge, while they have set aside 40% of their seats, those targets aren't even close to being met.

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So what happens then with the em? If If the targets aren't met with the empty seats, do they just go open to the whole district?

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Would they go back to a priority for those who are in the former zone?

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That is a question I have. If folks in Queensbridge don't don't want to travel to 78 or 3 84, do Dia would give priority to anyone with a title one status if I'm if i'm understanding.

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Correctly. So how would we ensure that a dia priority would benefit the folks in the niche houses that were that were looking to to benefit?

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If you know, considering that most of our district has at least each zone has a whole lot of folks eligible for free, would just price lunch, so would there be an additional priority on top of that.

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the geographic priority? Or could someone from a story from you know from a 1, 22 zone, who qualifies for a free, reduced price lunch?

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He have an equal shot of going to 78 or 3 84 students from Oh, okay, So the students who were zoned out or or prioritized out from the 78, 3, 84 zone?

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Geographically. How do we guard against them being placed then at, say, Ps.

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2 or Ps. 84. Obviously they would put their their preferences, but there's no guarantee that they wouldn't be placed, you know, 5 6 miles away.

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it also doesn't help in the diversity effort.

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If there's not a sort of you know, if if they're all going to 1 22 to be frank.

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Oh, my question about the cascading zone we once talked about, because 3 84, so geographically far from everything as opposed to 78.

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Right now. This is very, very open, and I know we've been something we can talk about as an option or whatever.

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But you know someone going from 1, 11 to 384 or 171 to 300, and 84 is is really really far as opposed to 78.

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So that's something. The cascading zone was an interesting idea.

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We once talked about, and my last comment is about travel travel.

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I I am someone who who sent my kids all the way across the district from the northern to the southernmost part by choice.

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And I noticed that somebody put this in the chat as well, but it was my initial comment.

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Going by choice is entirely different, Then, being told, This is where you have to send your child So, first and foremost.

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Very, very big difference. It is completely irrelevant as to where someone someone decides to go to private school order, charter school, or to a dual language program.

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That is their choice, Not you don't have your current zone school anymore.

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Different story, And it's not just about morning commute, although morning commute is really big, No one's gonna put their 8 year old on a subway by themselves.

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They're going to have to figure out their work schedule and go on a 40 min, both way.

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Commute to get their child to school, and then pick them up, and then figure that out, because now they're it's another 40 min.

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Commute, just to get your child home from school. Every missed, you know, left backpack every every lunch that gets left home, every parent, teacher, conference, everything that commute wears on you as someone who did it by choice it wears on you so it's a really Really, really big factor So

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when all of the things that I just said about Garrett, you know, looking at geography is really really important, and we cannot discount the ease of travel.

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It doesn't mean, we can't do any of this, but it it has to have a real consideration.

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If it's 2 trains in a bus, to get to second grade, That's that's a lot of you know.

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We're looking at competing priorities. Oh, and lastly, I I would like at some point to sort of reframe things in terms of what the engagement from Sepril wrought.

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you know what what, what exactly the recommendations are. I think we should go over them again.

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What we learned from the surveys and the interviews, and all of that, because I feel like we're not necessarily looking at that data It's a little There's a little bit of disconnect from what I recall, came out of that process.

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W. Said a lot and Rocky respond to all that, but a couple of things that I do wanna name.

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I think one of the pieces about transportation that did come out of the the working group, and being engagement, but also the research in the same way that we're talking about 3 84 and 78 having smaller zones, and those students potentially needing to travel there are also students in

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Queensbridge that are zoned to schools far in the district, and they are, you know, forced to travel.

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It's not by choice. So I think that's a conversation We want to keep coming back to.

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And I definitely think one of the next steps for our engagement, which I know we're going to talk about now should be a meeting in Queensbridge to make sure that that information even just of the current what you asked about How many kids are zone to each school, and what you know by each building families are

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zoned to making sure that folks in that community that we're often talking about here are really involved in the conversation and aware of why I think they were definitely highlighted in the working group recommendations and report and why their zoning structures are are certainly part of this conversation so maybe folks here.

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Can help set up a meeting there as as one of the engagements.

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In addition to what we talked about, the school-based meetings for slts and whatnot, and I see Dr.

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Compassing. Yes.

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Yeah, absolutely. Thanks for elevating that, too. And I know you've you say that all the time.

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So thank you for remaining firm, and your advocacy for for those folks.

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the there were a couple of data asked you asked for, which we can certainly provide, and I think we we have, and can refresh around the Queen's Bridge numbers and the the location of where 3 84, is and and 70.

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It is definitely, part of this and and part of the challenge which you just raised.

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And there was a question in a chat. I think most of the questions were, or answered or reiterated, but the one question that wasn't answered was about when we looked at the visuals Would the 3 84 and 78 be a shared zone.

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And we're looking at that area as kind of a a blob, because it is currently The 78 zone area.

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But when we're saying the zone sizes would be small.

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I think that gray area that we showed on each map would be split between us 3, 84 zone and a 78 zone, but also something to talk about. More.

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It's just we didn't show those 2 areas as distinct zones, because we were more show, Tr: more.

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So trying to show the size of the area that is currently zone to 78, and what it would look like for a 3 84 and 78 zoning situation all out.

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To say, I think you all responded and discussed what we shared, but I imagine there's some more thinking and discussing to be done.

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and also we talked about additional scenarios and other ways to look at this and talk about it and think about it.

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So I'll turn it back to Esther and the committee for thinking about next steps in terms of how you all want to continue to to meet with us, or with each other and then also.

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Yes, thanks, Reba. Yeah, I I think like just mentioned engagement.

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The Queens Bridge area story. Houses, ravens would.

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So that's that's one. And then you know one.

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I think we have to as a council. Just think about you know we have all the dates of all the Upcoming Pta and Slt.

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Meetings, of for November, and December.

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Of the 4 schools or additional schools. We we can, you know, like we've done earlier.

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We we, or with another rezoning, we can go to these communities.

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But what what do we concretely come with?

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If you know, I think, to rebuild earlier question.

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She's feeling out here. What what our responses are to this.

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And I think that we're actually still kind of processing, and I'm sure that after we're done with this more questions will come to mind.

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so, the engagement will showing people these these scenarios, you know, is is that the way to go?

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is that something that doesn't that cost too much uproar in the sense that people see things It's it's a hard.

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It's a lot of information to take in. I'm happy to, you know, to go and share all that, and and engage people as much as we can.

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But at the same time, how you know is is this: Is this efficient?

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This is effective, so that that is for 4 day for us is zoning community members.

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The whole council. How do we want to? You know we we want to engage.

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We can have the separate. We can go to just the schools, the 4 schools we're gonna make it 6 schools.

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We can go to slts meetings. We can do Pta meetings.

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We can have in additionally, our CC. Meetings or town halls, and all that, So I think it's it's important that hand in hand with Odp that we come up with a plan of how to how to approach.

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This

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Yeah, thanks. You know, I think you know we starting with the Montgomery City gauge, we started at a process that you know kind of a little, for into the middle school processes.

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Well, so you know we have a stretch. There's a strategy out there, and I don't know why we won't stick to that strategy, which is, you know, Odp does The work comes up with the scenarios the scenarios are introduced. To the communities.

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But comment. This is a with fat 90. You still do. We're still doing flat finding.

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Then it's you know, that can be coupled with, you know we could figure out what that means.

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you know what groups the the exposure, how to lay it out for them, how to lay out the Yeah, it's president, and also to follow up.

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You did survey the last time, which turned out to be very helpful, you know.

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Follow what those type of mechanisms, in terms of getting feedback from communities, on what their opinion is, What do they think?

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What's going on So why why are we? Let's not upset that process.

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That process starting out to work. Well, let's you know.

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so I guess my question, too. You all is for going out to the communities and sharing kind of like what could be in the way that Michelle is suggesting?

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And I saw Deb echoed in the chat

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There was that question of Do we need to do a rezoning, and like right now, or do we want to think about including some of the class size Bill?

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And the new capacity pieces on a longer runway, and addressing some of the community, needs, through a different mechanism.

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For the time being. I think that is a question that lives here with with you all, and and with Dr.

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Composite with us as kind of like, potentially a first thing we need to overcome before we go out with with maps.

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That's where I think I stand. I I don't know if that resonates, but I I think we need to kind of make a decision about that, and then we can talk.

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About what we go out with and present as a way to share. Maybe even how we got to that decision

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I just don't want to go out with so much information that we don't necessarily have answers to, and that might not turn into anything.

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If it's going to, not then result in a in a proposal.

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yeah, I I I I hear you. I mean that was my my question. To what extent is it?

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If effective, efficient, doesn't do any good. So and depth you.

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yes, I I just Esther Michelle. I would suggest like I feel like this meeting is sort of like a presentation to us.

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Like Michelle said, We have to digest it, but I feel like we as a committee, have to talk amongst ourselves in public.

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Of course, to to answer Reba's question, How do we want to go forward?

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And so I I feel like we need to. You know I can stay on a little past today. I don't know if anyone else can, but or if we want to pick another day but I feel.

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Like given the information we now have, we have to talk amongst ourselves as a committee and a council to say, What would we like our next steps to be?

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Are we looking at the zoning? Are we looking at just Dia, and then bring back any additional questions to Reba?

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So I'm gonna jump in here and say, I apologize.

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But I have an 1130 meeting that I must attend I'll catch up with you all.

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You had your hand up Demi and Michelle

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Thank you, and everybody should have a great weekend

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Thank you so much, Doctor

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okay, my only comment, and I put my face on. Just don't look so happy when I talk, but I think you know I am I'm gonna agree.

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Some of them, says we have to digest this. I need to digest some of the how much that we're made today.

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But also I think it may be helpful if reboot, if Odp you sit down and look at what you have in front of you, and look at the viability of going with the like.

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The note, No addiction plan at this time, and what that staging would look like and propose that to us.

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You know, I think that would be because you are the office that would have to orchestrate all the mapping and all the other stuff, and you know all that stuff takes time and stuff.

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What's the what's the what's the most efficient way to start to get the message out there?

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And you guys would actually have to take the lead on that.

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And then, you know, propose a strategy for us to react to maybe a better course.

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We could talk about what to do, and how to do it, but that also would rely on the capacity of Odb in order to, you know so folks can initiate that, so given that, you know that's the brought forth and I don't know who else agreed I apologize.

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you know, having me no option option at this time. Right?

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What that should be essential It's gonna take time to develop that and work that out, and then package all of that, and say, this is what you suggests might be the best course and have us react to that might be a good course a way to go forth.

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Michelle and Jonathan

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members of the public who are calling in, because I I just wanna make sure that everybody knows what that means and why, what was the reasons for it are

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I I just I wanna ask about the zoning of Queens Bridge.

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the the question is is that is changing, that on the table, because I do think that between what we learned from the the working group and the engagement that we've done and looking at data that in fact you know like very few kids who are zoned to ps, 11 from queens bridge end up

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going there. It seems like a lot of that work points to changing that zoning from something that's very confusing, and we didn't even fully understand.

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For many months, as we. You know, we're looking into this process.

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So the question is with all of this, you know, talking about zoning in Hunters Point.

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is also changing. The zoning for Queensbridge.

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Anyway? How do folks feel about about that

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Yeah, that remains on the table. Everything is still on the table.

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That's why I think to me, and I know there's a need to engage everyone in the whole community.

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I do think like a a very pertinent next step would be a meeting with folks in Queens Bridge, because again, I think the current zoning pattern we have the numbers to show how many kids are showing up to each school that they're Zone.

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To but we don't have the beyond what some of the several interviews and surveys showed, which I don't think reached.

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You know all of Queens Bridge. We don't have real.

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I haven't had like I haven't sat down with folks in Queens, Bridge and had a conversation to say, like, Okay, here's the current state of the zoning here for each. Building.

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Do you all know about this, and and and do you want it to change?

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I feel like that's a really important next step beyond, like the the broader planning to your point, because it is one piece of the puzzle that we've talked about a lot, and I think that requires really like specific engagement with that community I think one thing about and this was kind of how

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we framed when we talked about the new Middle school is like, in a way like seeing what happens is what we could do, and and this was the potential like not doing anything right now.

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Option is we could. And I said this before, do a diversity in admissions priority at 3 84, which is currently non zoned, it would still serve a

good amount of students from the 78 zone but also having some seats, set aside for it could be students, in

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queens rich. Specifically, it doesn't need to to.

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Deb's question earlier about Dia, and does it capture the whole district?

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We can do it for a certain. You know, students in nitro or students in these existing zones that live in or that qualify for these for this demographic bucket.

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And then we could see how many students actually do opt into that as a way to inform a potential rezoning.

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How many families opt into that? In the same way, when we talked about the new Middle school, it was like we want to kind of see how many people choose this school before We draw a zone that is maybe too small when it doesn't need to be so that's one again one option.

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and yeah, we we can, And And you know, I think should keep talking about a rezoning.

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I just think we should be talking about the timeline, and like what variables and factors we want to incorporate, and how that impacts when we should move forward with proposed maps.

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On on the table. Here

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sorry, sorry. Oh, sorry, Jonathan. I I just wanted to.

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Okay, that's great. Thank you. Let me just

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I guess

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the the Spanish interpreters. I would like to release them and thank them for their for their services Today

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Oh!

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Oh, yeah, I just wanted to Thank thank you. Re Reboot, for that.

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and also just echo with others that said that I really I think we all need time to digest this and think about this and meet another day to to discuss possibilities.

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And I I also think, having, you know, scenarios, perhaps a few scenarios written out really clearly for us before we do that.

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okay. So I'm hearing a few things, one that y'all want to continue to to talk and potentially meet again.

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And you can Let us. We'll work on clarifying or putting together some sort of something in the way that for the new Middle school we kind of defined the 2 options.

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We can figure out a way to map that out for you all.

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I'm seeing in the chat and I I saw some folks nod that scheduling, a meeting with Queensbridge as a starting point is is a next step.

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So maybe folks here I know some people on the Council and Dr.

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Kimpasso has some relationships in that community.

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I'd love support with scheduling that and coordinating that meeting, so we can make sure as many people as as possible.

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No, that it's happening, and then you tell us when you want to meet again, to to keep talking.

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yeah, the the only thing is is, I mean, obviously this is a public meeting, but this is a public meeting where we didn't take any direct comments.

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so I I do wonder if we should also, looking forward, plan a meeting that we so we have more like a town hall or a special meeting for zoning committee that where we can talk about these these different scenarios?

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And just basically trying to make it clear that we're struggling with a lot of different moving elements which explains why it's you know, nothing happens.

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I mean, I'm assuming that people are constantly wondering by now what's going on with the zoning.

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Oh, well, there's there's a lot of work being done, and it's it's just fairly complicated.

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So is it? Is it wise to, you know? Not next week, because we want to be able to to publicize is, we want to make sure that there is the kind of translation that is needed, and we want to make sure that it's a date and time.

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That would work for really the wider community, including all these different schools, including all different kinds of comedy members of of the committee. Sorry community. For example, in a month's time I don't know, but before dead we would meet again.

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just a common. I can't find my my while raised my physical hand.

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Question, mark.

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No, if that's okay. I you know, I think that's a good strategy, but I think also because a lot of this is going to be depending on the visuals that holy peak and put together.

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For us because outcomes, you know right. We're gonna explain this.

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We need those visuals. We can, we can strategize in terms of setting up all the meetings, you know, with not only with acquaintances and other nights of facility, nigger housing, but also you know with the the identified schools, we could work on starting doing engagement, in terms of setting up

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scheduling for that. So we can do the scheduling for it.

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But a lot of driver will depend on how available only P. Can you know.

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Yeah.

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Alright, so apart. So Is there anything concrete?

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Can we agree upon a like a next meeting, you know?

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Yes, we have to go, probably to the Doodle again.

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so let's is, is a month's a meeting for us in a month.

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Is that a good? Is that a good time? Is that too long

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To 2 weeks

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Any other, anyone else

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From Odp would help us to make our alright deliberations sort of more concrete and easier

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Okay, we we do a doodle for a soon as possible, but not more than a month.

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but that would also put I mean, a lot of work is on the shoulders of Odp.

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thanks. For I appreciate you calling that out. And yeah, I think what we're gonna.

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I I think we really wanna be responsive to the request, for, like a description of some various scenarios, I don't think we're at the place to share like clear maps really are experience.

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With that is if you share a map everyone looks for which side of the line their house is on, and from their opinion based on that, and we really need to figure out what are potential scenarios are before we take that step.

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So I think we can provide you all with some clear explanations, background data that can help drive the conversation among this group, and then we can figure out what we are.

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So I just you know I cannot. I cannot manage their their their time

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All right. Then. It looks like I'm going to create a doodle pool, and I will send it also to Odp.

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and and that is where we that is our next concrete step.

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If people can live for that. Okay, I see, that puts me there There has to be. There has to be a compromise graphics, something high level.

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yeah, let me let me just explain, like I hear all of that, And I know I'm telling you to do a thing, and and that's really easy for me to say so I.

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I apologize, but you know the visual today was really good.

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I think it is simply lacking a little zoom out, and and some, you know, arrows to be like Here's here's what we're looking at.

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Here's the area we're looking at. Here's what happens.

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You know, high level. If you're not, if you're out of the zone, we're looking at this area to go in.

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I don't know again. I'm tasking you with a thing I wouldn't know how to do myself, so I I just I think the data is too dense for the average parent and me at the you know the the graphs you know the stuff.

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We've looked at earlier, and I hear you on the specificity of an actual zoning map.

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hey? Well, we'll think about the way to do that.

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I I totally get it needing to. Be able to look at it on a map and understand sort of the cause and effects and what will be different under the different scenarios.

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So we'll take a look and see what we can come up with.

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But I mean one of the things that has occurred to me is that the right now the maps that we showed you?

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Because this is sort of an important area to figure out this is only the 78 zone.

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But we're talking about things that could potentially affect a lot of other zones.

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But how those are affected Is empire determined by the direction?

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For how the 78 slash potential, 384 zones are handle.

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So there it it goes down a garden of working paths, with many, many different scenarios, and if there's a way that we can come up with a captures sort of like the decision points that we're dealing with And what some of the potential ramifications, would be and map form then we'll we'll we'll try to land on

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So I just I just want to be very clear that I don't want to be a hypocrite and tell people to do for their children what I would not be willing to do with my own But thank you, Esther and rebi do, appreciate your context.

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And comments.

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yeah, and I kudos to, yeah, yeah, I hear you Kelly.

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We'll try to mark some of that on the map, and we definitely do take that into consideration and in rezoning and kudos to 7 Christina because we've communicated very clearly the asks from the communities about visuals And maps and They've been really creative and how we're

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how we're meeting that request, while also not kind of getting too far ahead of ourselves, and we'll we'll keep being responsive to those requests.

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Deb, the one thing you said about 2023, I think, given what we're talking about in terms of next steps.

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I do think a rezoning for 2023 is unlikely.

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What can happen for 2023, though, are some of these like other mechanisms, like a dia, adding new programs?

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Whether that's you know, gift in talented, dual language.

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I think, like there are things that we can kind of like chip away at, and we can be working on a a timeline for potentially 2024 if we decide that rezoning is the right, pass forward, but also still meeting some of the the needs now so I don't wanna pretend like

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we're gonna get to a rezoning for 2023.

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I I don't think given this conversation, and what other next steps we've just outlined.

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That that is viable. But there are. There are things that we can do for 2023.

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okay, I think that they the to to conclude, I can say to be continued, Thank you very much.

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Odpers Sam, Christina, Max, and of course, Reba.

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Thank you. Council members for for being here. Thank you. Attendees for for bearing with us.

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I understand that it's maybe frustrating, but is, this is complicated business, and we we wanna do it right.

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so thank you all again for being here. You can look forward to a doodle.

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So you did a great job sharing. Thank you, and thank you, Rebuffer and team. You did a good job, though.

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Invite, and I'm wishing you all a a wonderful day and a good weekend