

WEBVTT

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This is a public meeting, and is being recorded. So please mutual microphone.

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I will now call the meeting to order. It's 10.

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Oh, 7 am, and I will do the roll. Call for committee members.

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Deborah, Alexander

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present. I'll turn my camera on as soon as I'm in route back to my desk.

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Kelly, Craig.

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Jonathan Green Bar

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Raphael.

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Victoria. But there is sorry. Sorry. Michelle Milwaukee. Hello, Mail Marcella Santos

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Whitney, Tucson.

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And Esther wow!

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Great welcome. Thank you. Council Members and we'll also be join helping to moderate.

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This meeting is Dale Co. One ministry of the system, almost forgot the most important person.

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Hey? Are you? And I see that Doctor Composto, a superintendent, is on the line as well

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yes, I am. Can you hear me

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We can hear you talk to compass them. Right? This is a parking meeting, and we will be accepting comments.

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You'll be given instructions. But how to provide comments when we reach that point into the agenda at this moment I'd like to welcome our alright.

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we're here to receive an update from the office of district planning.

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Oh, no! Well, the the elementary schools! I want to excuse me.

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My phone, No, I was that was so good like 2Â min ago.

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Hey, Ted, and I'd like to introduce. Oh, who can and do it?

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great thanks all. And can you see my screen? And if yes, is it the full screen?

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Or is it 2 slides? Alright, Let's what

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How about now? One side or 2 slides? Okay, great. Thank you.

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And thanks again for having us. We are here to talk about elementary school planning in Long Island City, and today we want to give a little bit of background and contacts for folks that might be new to the conversation provide some school level data that informs our work and then talk about the potential admissions and

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planning options for the schools in Long Island City that we've been discussing for quite some time, and, as mentioned by the the chairs.

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This is a working meeting so definitely want to have a conversation with the zoning committee and answer questions from the community.

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So as many of you may know, we did have a vendor facilitate a working group to bring together community representatives to discuss elementary school capacity issues across a cross section of Long Island City and at the conclusion of that engagement process there were 2 overarching recommendations listed here

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one, being not the status quo needed to change. There was a need for shifts in this area of the district, and then to being the priorities and values outlined that should be considered when making any sort of changes

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For contacts, just looking at the area that we are talking about.

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There's a map here that shows a cut of the zone lines in Long Island City.

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we're focusing on schools in that area, elementary school specifically.

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And you can see here not The schools in the area are all zone.

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Besides Ps. Which is located in the Ps.

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78 zone, and that many of you may know that students that don't fit in 78 have been historically overflowed to 3 84 since it opened in 2018 and then also a another piece that came out of our conversation with the working group in the community was that

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Queens Bridge, which is this square. In the middle, is zoned by address, and the addresses are zoned to the schools.

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Let's sit here on the left. The vast majority are zone to 1 11 and 76, but some zones to other schools that are listed

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And I saw, in the chat a request for an email version of this to the committee.

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If someone on my team can do that, Why, holy chat!

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So these are some of the the kind of I guess circumstances of the current zoning and admissions in this area that are important for thinking about our planning

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Based on the recommendations that came out of the working group.

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Our team connected some analysis and scenario planning over the summer, and we met with you all a couple of weeks ago to start to look at what the zone sizes might be should We pursue.

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A rezoning under different scenarios, and the visual aids that we showed were kind of the zone size just as a way to see, based on space and historical demand trends and target building capacity is what different rezoning scenarios might look like and today.

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We wanna continue to talk about those approaches with a little bit more nuance to the visuals, and then discuss how we want to move forward as a group

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And then in thinking about how we draft zone lines, we do use data to to inform that work.

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Looking at space, at the schools. Some of the historic demand trends.

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How many students that are zone to a school actually show up in their zone school relevant admissions, priorities that can be applied?

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Sorry.

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And then also look at construction happening, and then in the neighborhood with new housing, and really take into consideration all of these factors, travel distance and other feedback that we've received from you all as a way to draw potential rezoning maps

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And then one more piece to take into consideration is the new capacity opening in this area.

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of the district we've talked before about parcel C, which is a new elementary school plan to open right by where Ps.

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currently is, there's not yet an opening date for that building, but we know it's in design with the school construction authority, and it should add about 500 more elementary school seats to this area that we're focused on and then listed.

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Here, or some of the pieces that district planning takes into consideration.

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One opening a new school. So we do consider whether to zone the school or open it as nonzone, and of course to respond to whatever community needs there are, whether it's overcrowding diversity and integration and also

take into account how new schools, might impact other existing schools
and and

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considering that in our planning

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And then we shared this last time, but just want to highlight again some
of the data that informs our work in terms of potential rezoning
scenarios.

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So looking here at how much space each school in the area has for
kindergarten classes, and kindergarten kind of being a a proxy for how we
plan zone lines and then the planned enrollment for kindergarten at each
of these schools based on space and target

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capacity. So you'll see that some of the schools, like 76 and 1 11, have
space for additional students, whereas 78 and through 84 have are you
know, experiencing overcrowding and have less space then they have
historically

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And then zone retention being another data point. That's really important
when thinking about a rezoning.

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So you can see here the zone enrollment rate, which is of the
kindergarten enrollment.

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How many students? What's the percentage of students that are coming from
the zone?

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And then zone Retention. Meaning of the students that are zone.

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How many of them step are enrolled in their zone school, and you'll see
here 3 84 is na because they don't have a zone. But most of the students
are coming from the 78 zone

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So then, when we take all this into consideration, and we plan for new
schools or existing schools, if we are to make any sort of changes, there
are options for that planning a zone creating a zone like we might create
for 3 84 means that students that are in the zone or the

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Geographic Area, are entitled to a seat at the school that they're zoned
4, and, as I mentioned, we do draw zones in a way.

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That accounts for data to inform those numbers, so that this can actually be true.

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And then there are also admissions, priorities. Zoning is kind of the first priority.

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Should there be a zone for a school. But there are other priorities for admissions that can be added, such as diversity and admissions which we'll talk about as one of the potential options here and that can be priority to demographic groups that are listed here

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So first we have in a table, and on the next slide we have in a in a visual on the map, kind of a representation of what the different options are that we spoke about when we met a couple of weeks ago, so taking into account the data that I mentioned and then of course the recommendations that we've

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gotten from the community and from the Cec. These are the kind of few approaches we're thinking about.

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As potential options for the schools in Long Island City. So you'll see here that there are 3 rezoning options and a option that doesn't result in a rezoning at this moment and then different levels of diversity and admissions incorporated so approach one if we were to

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do a rezoning without a diversity. Admissions priority, so doing, a rezoning more or less based on on address we'd be creating a zone for Ps; 384.

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and then this do the number of students zone to 70 or 3 84, and and these are the schools are focusing on because 384 doesn't yet have his own would be anywhere from 1 65 to 185 students and then

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about 30 to 50 students would be rezoned from that area.

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So this is. If we were to just do a rezoning without Dia.

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But taking into account the target capacity numbers that we discussed, and then kind of what this would mean for the other schools in the area as they would be taking in the students that would be rezoned from the 78 current zone

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Then the second approach would be if we were to include kind of the average diversity and admissions number for the area, more students would be rezoned to The schools north of the bridge or the northern part of the area.

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We've been focusing on, and about 120 to 140 students could fit between Ps.

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78 mps, 3, 84,

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Then approach 3, which is the average diversity and emissions number for this area.

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So a larger percentage of students being accounted for in one of those Dia groups that I mentioned on the last slide is listed here.

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So more students rezoned out of the area, and a smaller zone creative for 70 and 3 84

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And then approach 4, which doesn't require a rezoning, because 3 a 3, 84 is currently unzoned.

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We can add a diversity and emissions priority at 3 84, without creating a zone for it.

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So it would still kind of serve as the overflow site for 78 meaning.

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The current 78 zone would be split across these 2 schools, but with some seats available and prioritize for students that are in a diversity and emissions group

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And I'll turn it to Christina to share with this.

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thanks. So we wanted to create a map that shows on a very high level with the approximate impact of the few different rezoning options might be.

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so that's the map on the right hand side, and the left is a table that recaps what the different.

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approaches are, and the protected number of kindergarten students who would be rezoned from the current zone to the northern portion.

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And so the the red area on the bottom left hand side of the map, those red areas show that potential approximate combined zones of 78 and 3 84 under the 3 different rezoning scenarios and so the first scenario with as

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you mentioned the first slide where the the one right before would involve creating a new zone for 3 84, but without any dia admissions priority and what that could look like is the combined right areas of the current 78 zone and we would see that that

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would cover that. All those red areas combined, but it include about 165 to 185 students, and we could see about 30 to 50 students.

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Oh, thank you for circling. We would see about 30 to 50 students under the first approach.

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Rezone to the northern part of the potential rezoning area and approach number 2, who would create an zone for 3 84, but also have a diversity, admissions, priority, and that would be what she's circling which would cover first 2

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shades, and we would see approximately 75 to 95 kindergarten students rezone from the current 78 zone to the northern part, and then the the third option would similarly create new zone but with a higher

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diversity and emissions priority set up 50%, which is the 3 year average percentage of students.

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of kindergarten students living in this area that looking at who meet at least one di 8 identifier, and that would be the darkest shader, Fred.

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That'd be good circling. And under this approach we would see approximately one in 10 to 1, 3 students reselling Joyce of the potential area.

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Okay.

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And then, lastly, this is not exactly represented here, but the last approach would not be a resign, but would keep the soniates on as it is right now, But would implement a dialect admissions priority at 3 84.

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so there wouldn't be any changes to zoom lines, which is why we wanna we don't have that visually illustrated here, and I think that's all of the different options and the maps I think the last thing I would emphasize is And this is just a

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thanks Christina, so I can pull that back up in a minute.

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But thinking about those options, and and not visual. We're interested to discuss with the Council or the committee.

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What of these options best meet the needs and the priorities voice by the community. And then, what other priorities do we need to be considering in this planning

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And Benito, you're off. You're off mute.

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So here are some questions for our thinking, and for your consideration.

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Okay, I guess with, can we go how to qname with the Council?

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Have a discussion there. Esther, do you want to take over the call at this part?

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Okay.

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sure I can. I can take it over. Yes, let's so. Thank you very much.

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Riba Christina, Max, and some for the the new presentation based on our earlier meeting couple of weeks ago.

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Let's go over this first among the council members are already 2 hands up, and I guess also see if there are comments and questions from people in the audience.

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I always go first. And so I I don't need to go first always.

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So, first hand up I saw it was Devil Heather

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Thanks, Esther. I'm just. I have a few questions that I want to ask.

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so the first was about timing, So at our last meeting, it seemed as if putting off this discussion until later, was basically taking zoning for rezoning for the fall.

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Of 23 out of out of the picture that that we're we're we're essentially, we're too late to to get this all in.

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thanks. Jonathan. Yeah, I think for 23 implementation.

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Given that we would have kind of a series of engagement that we would want to go through with the impacted schools in the area The timeline is definitely tight and we do wanna continue to have this conversation.

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And we can, you know, get to should we get to a rezoning vote whenever we get there, and it can be for 2024 implementation.

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But I think at this time option for could be implemented for next year, because it doesn't require a a rezoning vote.

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okay, So that that answers by the follow-up question, which is whether we could basically think about option for as a temporary as a stop gap in a way.

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and and then work on a rezoning 4, 2024.

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so the other 2 questions were

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In the in option 4, which is, you know, kind of what we have.

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but perhaps with some added added priorities where does the overflow go?

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So an option one and option for are so option one, and the current situation have the same number of kindergarten students, and in option one you have you.

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You, you let us know exactly how many kindergarten students would be, would be zoned out of that zone.

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But option 4, which is our current zone. We're acknowledging that we don't have enough room in these 2 schools for all of the students who are

zoned to to psi is 78 where did those kids go in in the explicit purposeful

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waiting to see if anyone else on my team wants to answer.

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so

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Okay. I wasn't sure if the analysts had perspective on that.

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But even right now, for the 78 zone, if students don't get a C dot, 78, or 3 84, and even this year there are too many students in that zone They are overflowed to other schools the ones in the northern part of the potential rezoning area that are

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captured. Here are schools that have space, and really families have the option to.

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If they are interested in other schools, they can go to the family welcome center and any other school that has a seat in the district that isn't full with their zone. Kids.

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They can kind of opt into. But you're right that in this scenario, too, and in scenario, 4 there will be some students that are in the current 78 zone that won't fit in in 78 or 3 84 and they would be given other options in the

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right, which which kind of if if option 4 is A, is a we're if we're considering option.

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District

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For as a as a sort of permanent sal solution, or a long longer term solution, it kind of decks the question, Why not just make that code, that zone for 78 and 3 84 smaller and and and explicitly acknowledge that this is the size of the

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zone. This is how many, how much capacity we have for for for children in this zone!

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But that's a that's a common, not a question.

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my final question is, and this is a question I asked last time, and I will continue to ask.

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It is what happens to the Queen's Bridge zoning.

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We have this very confusing Queens Bridge, zoning with where students are zoned to.

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I mean, you have it on this slide. There, They're zoned to it, says 6 schools here, and in some of those schools the the few of those students are actually going to those to to those to those schools.

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we have heard that this is not only confusing, but like I on that residents.

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Parents are not aware of of this of this system, and I think that really calls for simplifying.

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And and you know, making this a more transparent and fairer zoning plan for queens Queensbridge houses.

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So that's not in here in the slides, and I know that last time you said that that's something that we could think about.

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But it seems like we should be thinking about it. So I guess that that is a that that is a comment also.

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you know, if you could, if you could reply to that, that would be great.

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That's that's all I have for for the clarifying questions.

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thanks, Jonathan. I think in in all of this scenarios, one through 3, where there's a rezoning, we would be also looking at the Queensbridge Houses zoning and looking to both see how that fits into the overall plan and goals of this specific approach that we choose

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sure.

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Yeah, and I'll just add that in the the dia scenario, whether it's option 4 or any of the rezoning options, one of the options for dia can be

students that live in in nitrogen we can think about if you know giving priority access to students in

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Queens rich houses, is one way to, I guess. Chip away at the equity question.

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It doesn't change without a reasoning the current zone, but it's I would say, step one or a way to make sure we're prioritizing students that live in in public housing.

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And they, do a lot of the students do meet the other demographic markers that we mentioned as as part of Dia, and then also definitely, I'm working on scheduling a a meeting with folks in Queens bridge to ensure.

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That, as part of this conversation, if we are not for 23 pursuing a rezoning, that at least we're making sure that the information about where people are currently zoned is very much available and and as clear as it can be and that we're getting feedback on from from

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the community members that experience that zoning pattern exactly how they experience it, and and what changes they would want to see.

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answer, only Oh, sorry. Did this Answer your your questions, Jonathan.

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Thank you guys for this. These visuals are definitely a great jumping off point.

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they are helpful, especially the chart. If I'm for some reason I'm usually visual, but the the chart or a map oriented the charts really helpful.

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So a lot of what I wrote in in my questions overlap actually with Jonathan's.

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so on approach one. My first question is, this is sort of where we are now and so if I'm understanding correctly, you're saying that currently 30 to 50 students in the zone don't get a choice at 3 84 78 I'm I'm just confused about

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that because or or that would be a change to the zone, because it sounds like it's I I may be understanding getting correctly.

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It sounds like you're saying that even in the current the current configuration, 30 to 50 kids don't don't fit.

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Is that accurate

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hi, deb So in this scenario, if we were planning a rezoning to create a a new zone, a zone where there wasn't one for 4, 3, 8, 4 we would be looking to plan out the classes in accordance with the blue book capacity standards

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which currently our lower class size per per, you know, per class.

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then, then? What is in those schools? So if we were to rezone, we would, you know, our conservative approach would be to reduce the overall kindergarten sizes at each of those schools which would also make the combined zones of 3 84 potential combined

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Alright.

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Got it. So this is taking into account the new class size mandates, but it is again, and we talked a little bit about this last time.

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It is not taking into account Parcel C. If it's crf parcel.

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C, which again I know we don't have an opening date for it.

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But if it's in school design, we know that those 2 variables are on sort of the same track, like 4 years for the class size, mandate, and 4 years to build a school, from once it gets when it gets to school.

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Design. So I again just want to raise. We're having, if you take out the d 75 seats, about 440 new seats that are coming online in addition, to we're having this class size, mandate, So I I just want to voice the concern I have for picking one

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metric, and I and I understand that like one is, feels like more of a definite than the other.

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But I'm not sure why that's actually true.

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And if there is some news on parcel see that we need to be aware of like, maybe it's not going to become a school, Then we should probably know that in addition to a potential court square school, as well so we're looking at new capacity, coming online, so looking at this chart where where if

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we combine those 2 zones, saying that we're still gonna zone out 30 to 50 kids.

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Just doesn't feel accurate to me. Then, on approach 4, so I echo Jonathan's question, Where do those kids go and I hear?

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Your answer, Reba, that you know I know the process for when you don't get a school if the school is capped and you don't have you know you don't get your zone school you go and look for another school.

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But we don't have any sort of visual representation of that.

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it there, there would be a significant impact, I assume, on the those in the current zone.

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How do we represent to parents what that scenario looks like visually like right now?

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There's no project. There's no projection but with 39% coming from outside of that zone, or I should say, just 39% dia not necessarily out of the zone.

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I think it would be helpful to know what projection of how many, how many students would, even though there's no zone line change?

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How many are anticipated to not fit into that zone anymore?

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Oh, big question Why is, Why are we looking at Di?

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A 484. When that is the furthest possible school, away from every other area of district.

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30. So, in other words, I know it's more complicated to sort of push the 78 zone to 3, 84, and then you look at 78 But I'm just I'm just curious.

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Why that's being looked at, and not 78 for Dia.

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It just feels like a really long way to to go from like Queens Bridge all the way to 3 84.

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It's, I think, over 3 miles. I want to say, maybe I'm wrong.

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Amen for Queensbridge. My last question is, I had asked for the data on exactly how many kids are zoned to these 6 schools, and whether or not they actually attend, and where they actually go

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thanks. Deb: So yeah. We'll we'll chip away the question.

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So for why we're considering diet and not other schools is because it's currently non zoned.

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And the way, the priorities work is zone. Priority is first so right now 78, for example, fills with zone kids.

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So there are no seats left over for a second priority bucket of dia, whereas at a non zone school, like 3 84, we can add dia as a priority kind of at the top.

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And then it will continue the the 78 overflow has is not like a formalized zone.

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It is just kind of the pattern that has been put into place.

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So there's space there to create a dia initiative that doesn't require a rezoning, whereas at 78 we would have to make the zone smaller to allow for seats for for a da priority, if that makes it it doesn't make that much sense, But that

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That's the why you also asked about a visual for the number of students.

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Should we do approach? For that would not have a seat in this area, and maybe the analytics team can speak to what that might look like on a visual but in terms of the number it's I guess.

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Kind of like, half of what we're talking about. An approach to where it's the 39 at 3, 84 instead of 39,% at 3 84 and 78 as a way to to think about it in terms of a metric and then

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I'll I'll pass it. To Sam and Christina to answer the question about Queens Bridge, and just say anything else about what that?

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yeah, sorry. I'm pulling it up right now. I don't have a very clear table for sharing it now, but one.

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Second.

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So

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Okay, sorry. So I guess just to recap I'm seeing.

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Can I guard into his sound to 70, 77, 12, 1,322?

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Oh, 1 66. I'm look I looked at years from 2019, to 2021, and I'm seeing an average of 80 kindergarten students living in queens, breach houses in kindergarten zoom to those 6 schools, about 12% our

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zone to 170% zone to 70

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on hand, though, so I don't very quickly, as this thing is like before.

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I don't have the numbers tend to enroll in the schools offhand.

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So that's the percentage zone to those 2 schools.

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I'm sorry you said 1 11 and 70 or 76

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70 and 1 66. Okay? And in in the map it includes 76, and 1, 11.

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Okay, I was. I was looking at 70 and 1 66.

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In in there do we have, tho those are that's their their primary zones. Correct.

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Yeah, So for 76. Sorry about 29%.

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Do we know the percentage for those 2 schools

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Okay, So I can. I can do the math on my own.

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And 1 11, about 41,

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For how many, But it's 88 total students that are zoned to those 6 schools, and I've got 1, 66, 71 11, and 76 Okay, So we're just missing 1, 12, and 1 22 So right?

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was there as a second part of the question about queens.

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Oh, yes, that's where they're zoned.

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I I'd like to know where they Actually, go. That's that's where the zip, the you know their their zone schools are.

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Search, and can someone reiterate that? And how we would? What was the question, How are we to over zoning with that, or do we pretty much answer that

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But how many attend? How many actually 10, the other schools, and and where where do they go?

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We can pull the zone enrollment for that. I don't think we have that right in front of us at the moment.

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so good morning, everybody, so can pass. So I apologize.

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I'm on my phone. I mean at school, and I'm not getting on the computer.

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But anyway, I just want to go back to what Deborah spoke about.

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all of our children that are in the schools. These 11 schools are guaranteed busing so that they get there.

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So if we're going to do something for 384, which is far from Queens Bridge.

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I I was wondering if we can also request busing for our children if they if we go to that route, that we're going to put our children at 384 with the diversity plan.

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Just

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But you have to have 11 children. They they foresee all that will go, all of that.

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I think they'd make it given given the distance it would

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In other words, our children that will go on these buses they definitely guarantee it's not.

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Right, right.

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If we have 11, it depends. It. It was a guarantee that our children from Queensbridge would then have the busing to these 11 schools.

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Go ahead!

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Yeah, we'd have to coordinate with OP-t to dev point.

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We know kind of the the baseline metrics in terms of travel distance, but whether or not they would do a variance, we would have to work with them so I know that's been a question you all us, and it's important, for making a decision and We can try to get those folks to to.

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the up to this or yeah, go ahead.

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Okay, I wanted to before I go on to Kelly.

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I wanted to ask if Christina the information that you gave, not everyone was able to fully hear your.

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would it be possible to send to the Council members same address that you sent, the slides show to send some of those numbers to us, I mean,

doesn't have to be amazingly now. But after after after the meeting if possible.

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Thanks, Esther Happy Halloween, guys, I just have a couple of statements, slash questions, sort of echoing a bit of what Jonathan and Deb highlighted on I mean it's obvious that we have a capacity issue full stop and Hunter's point court

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square. Certainly the way that it is developed in the past 10 years.

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it is the fastest growing neighborhood, not just in New York State, New York City, and the entire country.

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it is also now the neighborhood that has the most affordable housing in the entire country.

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And so it's an ever shifting so to sort of economical landscape, But I'm not quite sure if it's a an issue of the chicken before the egg or the egg before the chicken.

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But proper infrastructure. I don't. I don't know if that's city planning who this ultimately falls on, but obviously there was not enough infrastructure to meet with the demand.

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And every day we're afforded Cec Council members and Odp, or forwarded This building's breaking ground.

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This building is breathing ground. It's a steady, continuous flow of new buildings that are still coming to the area And that's also why 3 to 4 is now in Hunter's Point and also by parcel C as well as an intimate and imminent school that will be

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built in court square, All of these announcements will be coming before the end of the year of where they're located, or or when they're gonna break around, and then they're anticipating to end I did a little back with forth email last week with school.

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Construction authority, and I wasn't really getting any clear answers, so I just called and got a little bit more clarity.

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But these are definitely, It's not like they're gonna take away partial C, and definitely we're going to have school in Port Square and which we desperately need to meet.

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All of these buildings that are still being built, Having a said that to see 30 to 50 kindergarten seats, let alone a 110 to 130, moved from this area, where we have a capacity crisis is shocking and we haven't addressed any of the issues, that

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we I thought our last meeting was extremely productive, and I felt like I learned a lot.

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I thought that Esther Michelle did a great job leading that conversation, and I appreciate that.

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but I I I definitely think that some of the issues that we discussed have not been brought up and addressed today.

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specifically what, how this applies to children that are in middle school as well.

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hundreds point community Middle school and psi. 78 are the 2 middle schools in the area, 3D, 4 stops at fifth grade, their current highest grade is fourth graders, so next year these children will be applied they'll be in fifth grade and applying to most school for The first

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time, I'm not quite sure where they'll be zone to.

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I'm guessing 2 or 4, which is in Astoria.

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Children at 78 for elementary school have a priority to go to 78 for Middle School 100 Point Community.

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Middle school is not zoned, there is no priority given to 78, or 3D.

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4 students to attend, So I think we need to discuss where these kids are going to go, and we can't just leave things constantly as Oh, we'll sort it as you go along.

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We have to look at the bigger pictures. I definitely think that it's a smart decision that we're taking to beat at the moment, to step back and not try to push this for next year.

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So we can have more information which seems like it's coming very soon, and we can look at a bigger picture of how this looks I certainly think it's a separate conversation, but a very important conversation that we're having with queens bridge regarding the fact.

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That so many students there are just zoned away and busted away, and they haven't had any input any parental input if they would want to attend a local walkable school for their kindergarten students I'm definitely an advocate for that conversation before we make any of these

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decisions and we're looking at all of these options.

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The schools themselves need to be engaged. I think it's really easy for the 11 of us, and Otp to sit here and hypothetically talk about these conversations.

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But the bottom line is, There has been no town halls with these 4 schools.

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We haven't gone to 1 11 sat down, and, giving parents a mite and a voice to say, Hey, this is what I would actually prefer from my children.

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You haven't done that at 76. We haven't done that at 78.

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We haven't done it 384, and I strongly am going to advocate and push back hard before that.

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We do these proper town halls and conversations with schools themselves, and the actual parents, and not prioritizing voices of people that are not even parents or live in this area.

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let's hear what the parents that live here actually have to say before we make any decisions, And we're gonna actually take these to the schools themselves to have these conversations.

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but yeah, I mean I I I think also the transportation issues of.

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So the way that 1 11, and then the northern part of the way that you would zone hypothetically to 78.

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When you hit that within a mile area and you're from third grade on, You're just given a Metro part.

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There is no busting option. We're assuming that 8 year olds feel and parents feel confident with their children Now, taking the subway by themselves and having to change trains of platforms given every day we turn on the media and we see, what's happening, in the sub I mean I there's

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no way. I just got comfortable enough, letting my son walk 2 blocks home from school by himself, and he's in fourth grade.

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There's not any chance I would allow my son to take the subway by himself, and I think most parents would agree with that, and certainly those who don't have their children doing that.

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It's easy to say. Oh, well, it's not that big of a deal.

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Just tell them to do it. Well, I mean it is a big deal when it's a little kid, we're in Scooby Doo Underwear who watches Spongebob and assuming that he knows how to do This on his own Yeah, I just I I cannot strongly add advocate enough that we

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thanks, Kelly. So for the new capacity, planning the the what you mentioned for a parcel C in Court Square, you know, for right now, when we think about rezoning, we have to kind of plan with the capacity that we have and thinking almost as a almost turning the question back to you all I think

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would be like, Do we want to wait to implementer plan for a rezoning when we have confirmation about those schools, and when those schools are coming online and that that certainly remains an option.

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Right like we don't have to do a rezoning for twenty-two-three or or 2024, and I I do think that's a good question, and and kind of one that we have as well about whether it, makes sense.

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To wait for the new capacity, and then, in terms of your last point about Town Hall is a meeting with each of the schools.

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We're absolutely committed to doing that. I think, where we're at is we don't want to bring and option or a potential scenario or proposal to schools that you all from kind of the beginning don't support because the cec does need to vote on a rezoning So I think

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we wanted to get a place, get to a place today or soon, where we have an understanding of where you are, or are leaning, or at least like could potentially see us going.

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So that when we do bring this to schools, there's an understanding of at least the baseline kind of where we're starting an agreement.

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That would, of course, and could, of course, change with community feedback.

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But if we went out to the schools with, you know scenario 3, for example, and you all, as a group, have no interest in and approving that, shall we propose that as a rezoning?

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I don't I don't think it's a a good practice for us to present that as an option If it isn't really an option.

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So that's why we wanted to come back together today.

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it also with that I a a couple of questions can we and I know our school sent an email to Odp about this I think it's also really important when we're looking at I know and I understand that the info you had no no one had any idea where sort of students were getting placed the

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migrant students that we have thousands of them have that have now come to District 30.

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I know our school. I know that 1, 1176, and three-four, are all schools that have now received these children, and I know our school is received so as well I do think that that needs to be looked into because that obviously changes sort of like which children are qualified for

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free and reduced. Lunch economically. What children percentage of demographics that changes as well, And I and I I do understand that the information sort of has just recently come. So that hasn't.

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Been factored in But I do think that for broader conversations moving forward we should be looking at that, and the reality of I can tell you, as a Pta President of one of these 4 schools and my school is not title one you know it's challenging because you have families that have come in

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and they're like, Well, I need my to grow my child into after school, and it's our 3 84 and 78.

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We do not have free after school. You have to pay, and schools that are title.

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One do offer this for free, and there are lots of great programs I mean.

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Again I was child who, went to a title in school, and grew up in public housing myself, and I was a child who attended a free after school program at my local school and was great but the reality is that we don't have it at 78 and 3 84 so when you look

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at even 30 to 50 students coming to to to be schools is, I think it's really important that you do tell that the parents know when they're making these decisions, to send their children places, that they understand the full reality.

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of what they receive when they get there, because they're going to be expected to pay for after school care.

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there's only X amount of scholarship seats for every 20 students that pays.

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I believe the ratio is for every 20 student paying students.

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One scholarship see is available. So we have a couple of seats, but you know, as you can imagine, it's certainly not 30 to 50, and definitely not 110 to 1 30.

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And you need 60% of the population to qualify for free and reduced lunch in order to qualify for title one funding, so that number is not going to change 78 eligibility for for title.

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One also I think it's important when we're saying, But where do these children go?

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And I mean, I I'm guessing that it's going to be the children that were put on a wait list of 3 84 and 78.

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they were offered spots, I believe, at 1 11 and 76; and although the weightless changes as G. And T.

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Seats come in, no children accepted those offers and I think it has a lot to do with the fact that it's just not close by in terms of there is no sort of like a lateral straight like North, to south sort of running Subway.

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I know for me. When I was applying for my son where I live, it's easier for me to just take the ferry, and I take him to a school of Manhattan on my way to work, in the town so I do think that there are just some challenges that we need to

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Hi Kelly, just a follow up on how new enrollment at this school might impact specifically The future enrollment conversation.

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it's it's true. You're right that we are just sorry to understand the numbers by next week we internally expect to have some an audited numbers that we can use, and look at it start to understand understand what the impact would be potentially on a future zoning scenario

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or looking at the number of students living within these zones.

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Looking at the number of students enrolled in these schools, and to the extent possible, understand how the enrollment and you know, residential demographics change as a result whether it has an impact on obviously future diversity and admissions.

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Priorities and you know this is not specifically impacted by a every zoning.

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But we do also consider the impact on title one when we're seeking to understand the impacts of resonance.

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Thanks, Esther. Thanks everybody. I do have a few questions, so I wanted to start with the parcel C.

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That we discussed I know there's been a lot of talk around Tarsal C.

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One is coming, but I know the the delay was because of some issues with Amtrak.

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So my first question is, has that been cleared up?

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Can you all answer that for us, or can someone from Sea give us an update about parcel?

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C: You know, in the Amtrak issue a second thing I want to discuss is middle school.

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Zones are different than elementary school zones, so the zones are different.

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2 o 4 is in Long Island City, and currently that is the zone where I think kids from 3 84 will be going.

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Hunters Point, isn't unzone. Middle school and I think it was purposely done to be unzone to give kids across the district a chance.

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To go to this school like. That's the creation of the school, so I don't think that we should discuss zoning hunters point Middle School unless we're gonna engage with the community and tell them that we're gonna go against what they have wanted in that school for here, So 2

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o 4 is in Long Island, City, and that is the current zone for the children.

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At 3 84. Also, when we are discussing parents and their after school options, and what they can do, we need to make sure.

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We talk to those parents. I don't understand what we're engaging on.

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A conversation about what low income families need, or what options they should have without discussing it with them.

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I'm for after school for free at every school I'm paying for after school, but that's a separate discussion.

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And we shouldn't limit parents on the choice that they make or making these assumptions for them.

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I don't agree with with that. Also, if there is a way that we do engage these full communities sooner than later, we have people on this don't in committee Yes, survey.

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okay, looks like there's some freezing going on, and we lost Whitney.

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I suggest that we wait till Whitney returns, so she can also hear any responses.

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can you? Can you? Can you see me? Okay, I'm back.

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Sorry about that. I'm I'm out okay. But I'm sorry.

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Oh, yes, we

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Where did you lose me?

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Yeah. So these are things that we could discuss, you know, later, at a different time.

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But you know again 2 o 4 is a Long Island city.

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That's where the middle school zones are different there, you know, if we're gonna talk about middle school zones, that's a separate process.

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And so yeah, first, I just really wanna understand what's going on with parcel.

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C: You know that's been a discussion for a long time since, you know.

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I moved to this neighborhood. We have again, and what I was saying before, when I got cut off we have a lot of stakeholders in there that represent various roles in many of these different schools on this committee so we're gonna talk logistics and having these meetings we need to go ahead

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and move forward with that, and then also the same thing with the working group.

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We nominated stakeholders from our community. You know, parents, that work that live in the community that have, you know, Pre-k.

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Some had pre-k children that are now in kindergarten.

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I have a pre K. Child, you know these are things that we need to do to not only engage the the schools that are mentioned, but engage the parents that are coming in to the school.

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System because they need this information as well. So, you know, we have stakeholders.

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We need to go ahead and foster and build on these relationships, and move forward in that regard.

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Is there anyone from Odp who wants to speak to comments or will try to answer, enlighten us about parcel?

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so honestly we were really can't speak for Sca.

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There. They have been very clear with us that there's nothing to share, as in They don't have the updates that they need yet to confirm even for our planning purposes, an opening date So that's part of why you know we're in the situation. With these numbers.

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Where you know we know what the target are informed by class size, but we don't yet.

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No, what you know when parcel C is going to open.

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And so yeah, that leaves us in the situation of we need to sort of define.

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Do we proceed in this environment, not being able to account for that capacity?

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Or is that something that would influence us to wait longer until we have some kind of confirmation.

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thank you for that, and that the the reason I'm asking about parcel C, and what's gonna happen with parcel C is because we keep bringing it up like, it's an option in the immediate future and it really confuses the parents in the neighborhood.

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So, you know, if we could just get more current information about when it's it's actually going to be an option, or this area.

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That would be great. And then also like you coming back to the Court Square information as well as soon as we get more information about the Port Square School that would be very helpful.

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one last comment about personal C, and how we would plan for it.

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I think, in in really any scenario here, if we're talking about let's say, a rezoning that would implement and the the September 2,024 school year, that would almost certainly B.

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Before parcel C were to open, we wouldn't ever plan a rezoning that plans for schools to be overcrowded or the zone to be too big, even if we know that in the in the future there will be you know be new capacity coming online so we would plan

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for the capacity that we currently expect to have at that point.

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and then if the situation then changes, we get more capacity down the road.

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We would have to consider another adjustment to rezonings if we decided to make that a another zoned option, and can, and, you know, engage in another rezoning to to accommodate the new the new parcel.

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C as a potential zoned option. If that were the case.

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But I think my main point is that they 24 rezoning would come before any new capacity will come online.

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alright. Thank you. I would also like to. What is it? One?

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May come. One comment. I have 2 questions, and then also, in the interest of time.

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I see Michelle's depths and Kelly's hand.

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After that, let's see if there are any questions from people who are actually attending the meeting.

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But we also want to actually, importantly, where do we go from here with these scenarios?

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And how do we move on with engagement? So we should also move on to that part of the discussion.

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a quick a comment that I wanted to make, especially in terms of engagement.

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I think it's important to note that for those people who have students in the school any rezoning does not affect them So I mean, it's because that is one of the returning questions a lot of people who have currently children in the school become very worried because there's

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a change. There. There's a potential. Change But the change might not necessarily affect them.

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my question would be, What is again the rule when it comes to siblings.

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if you have incoming siblings in the school, how does that affect?

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If there's a rezoning. So that is something that I would wanna ask.

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that's right. After that, any rezoning would impact future incoming kindergarteners that students that are currently enrolled in the school do not lose the seat at the school, that they that they were zone to when they enrolled we can include sibling I forget what

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it's called, I think we call it sibling, grandfathering as a part of a rezoning plan.

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If that is what accounts on the community wants, which is typically especially for elementary school something that is is popular as to include siblings in in future planning and then in terms of how many students are Captain overflowed, We can get like official tapping data.

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From the district office, but it's not many. The 3 84 and 78 zone.

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How it is, currently or the 78 zone and 3 84; how it is currently plan and what the capacity currently is is each school has 100 kindergarten seats in their 4 sections, and the zone area currently for 78.

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Is, I think, about to 10 kindergarteners last year.

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It changes your over year and and that's why we often site a 3 year average but that's assuming that every kid that lives in that zone is choosing one of those 2 schools which is typically not True, there are students that leave for for non dooe schools.

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Or or whatever other circumstance, so the exact number we would need to get through any sort of capping data that we have.

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but or that we would get from the district office, but kind of right now at status quo.

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Yeah, that's interesting to hear from me, because I'm I was in this position like roughly 1210 to 12 years ago, when we were dealing with also the beginning of the burst of the number of people in this area, and not enough school, seats, and many more children of my so

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it's my my oldest. When he needed to apply to Pre K.

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And K, most of the kids in those years did not get into their zone school.

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alright. I'll I'll try to make this really quick, and I I just really had a background question.

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Does Odp, Do you have a a time conflict for the end of this meeting?

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I mean, you guys can't go tomorrow. You have a shop, Let me know, or it's okay.

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Okay. We'll still try to make it quick quick and get to what you need.

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My only thing was that I think, in terms of presenting the scenarios is to not trying to get consensus from the Cec.

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What we what you might want to ask about. If you have a net presented a scenario that we see that community stakeholders might want right and I think they should be They're really fleshed out.

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And you know, and presented as you have done here, which is clear and readable, and then that goes out to the communities right, Whether we agree with what that is implementable or not.

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And if it's something that you think ODP is reasonable, you know, to present a community stakeholders.

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That's what they should be seeing. Now, we provide the comment in order to help flush out the scenarios I and you all kind of, and respond to the question About 3 84.

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And 78. You kind of answer my question because I always have a in the back of my mind.

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You know we look at these numbers, particularly from Queens rich houses, and we don't, and we talk about this numbers which appear low, because what happens is a great many of the populations go to charter, schools and nobody realizes that right there's.

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A lot of population out there that have chosen options for them that are closer to their homes as opposed to go to a DOE schools, or being busted out to all these other areas and en neighborhood and does this does it even capture that or does you know even the whole thing.

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about, you know, looking at the population, identify that there may be a larger catch, a folks that has that will be given options for schools or is that something?

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Because you can't really get access to the data. It's kind of like an unknown item at this point.

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I'm sorry. Yeah, not. I don't need data.

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I'm just wondering if that's part of your analysis.

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The populations that are now that now go to school. Charter School particularly.

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bye.

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There's also a charter school within 1 11. You know this charter schools that occupy deals each spaces within the district, and we don't look at those populations right?

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We don't We don't consider them. But if now, if they have potential options going forward, do we, how do we consider what those families will do?

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Bye. Okay.

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Hey? So I can address that we we certainly do consider the choices that families living in the area have historically made with regards to other school options like charter schools.

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So when we're drawing a zone, for example, if we, if we'd know that a certain percentage have historically elected to go to charter schools, then we'll draw the zone.

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A little bit bigger to kind of right size. The zone to the number of seats available at the zone option to account for the population.

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That well, more than likely not be electing to choose their zone.

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Option in terms of how we, for how we prepare for for the possibility that if there is a school option nearby or if the zoning changes, that students and families may change, their preferences, and instead, I'd like to go to a as owned option

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so. And in that case you know the the Zoom retention would go up is what I think you're asking, and potentially you know, there will be too many students trying to go to the same school things like that do happen if we we try to plan conservatively, so that we do

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have enough, you know a a buffer, so that if we see that happening that we can understand that also, if for a lot of schools, if the school depending on their dynamics, the school.

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May be taking a certain percentage of their enrollment from out of zone to fill their seats, and if students then living with the zone decide our family is, hey?

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You know. Let's go to our owned option.

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at greater rates, then they would have priority over out of his own students for areas where it's really a high percentage of families living in an area that are electing to go to their owned option which is the case with 78 there isn't that same

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buffer in terms of out of zone.

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Students who would lose priority to indones students. For example.

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but in that case we would try to plan the call, sizes and everything else, conservatively enough, so that there is a little bit of a buffer for if that happens, and if it does happen, and if the turns out the zone is too, big then in the future that may

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I just wanna jump in for a moment, too, if I make full compoto.

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so I just wanna go back to 2 91.

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One of the reasons why we didn't zone that school from the beginning, because we did promise the community that it was as but we had Ps 78, which was a K.

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To 8 school that the children were going to zoom. We didn't have enough children to use that.

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In addition, we were bringing, sending our children from 11 and 150 over there as well.

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And now that we have 429 coming up, I think we must go back to the community and ask them again.

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But I do want to. You know historically, that was the reason why we didn't zone to 91.

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We were holding it for the community, but I mean, like you said, everything is different, and we should go back to the community.

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But I did want to give you some historical data, and once again, since 429 is coming soon, we will.

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Those children that historically went to 291.

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So 150, 11 and 152, they still may.

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so I think to keep us and and we can talk more about middle school, maybe another time, but to keep us kind of in this conversation I think the question that if we're able to answer it amongst this group that we have for you all is twofold one is do you wanna think about moving forward with a

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rezoning now, or do we want to wait for the new capacity?

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As we were just discussing, and if not, if we're thinking like moving forward with one of these scenarios is is the right next step.

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Do any of these approaches seem like the right one. I think we need to kind of, if possible, focus on what is tenable moving forward, and then from there Talk about how we want to bring that to.

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The communities, and and facilitate more dialogue.

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So and I know Deb and Kelly. You had your your hands, or as if if you want to talk before folks answer those questions, or if part of your comment was a response to those questions.

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But I think thinking about how we want to leave this conversation.

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yeah, I would. I would like to ask to for Deb and Kelly to leave their comments or questions as short as possible.

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So I can also quickly go to the the hands that has been raised in the in the audience.

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yes, in answer to to Reba's question about parcel C.

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I I I really think that is an important piece of the puzzle and and, like Whitney said, we have to.

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We have to get. Ca: We can't answer any of these questions until we understand.

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If they are in a holding pattern, or if it is in with school design, my understanding is that one of when a a project is in with school design, it takes about a year to design, and then 3 years to build So we're looking at 4 years, out which also coincidentally, is probably when

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we're gonna see class size changes. Given that the bill itself said that it shall prioritize schools serving populations with higher poverty levels which would indicate that the Southern Long Island City area would not be changing class sizes on the early end of this process so I think that we my

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my feeling would be we certainly have to wait until we hear from Sea what's going on with parcel C.

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But if we're about to get 400 seats, not counting District 75, That's a huge piece of the puzzle that we need, to figure out and it could mean we go in a 1 million different directions the whole reason we delayed zoning 3

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87 years ago, was to wait for parcel C.

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And a and a court square school. So that's why it didn't get zoned 3 years ago.

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yeah, even if we had a plan now, even if we planned for that.

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But the effective date wasn't until whenever the the opening date of parcel C is.

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I think we could do the work now, but happy, effective date be then in terms of also.

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Next steps going forward, I hear what you're saying, Reba, about not wanting to bring something to the schools that that has no chance of passing the CC.

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But one of the criticisms of DOE in general over many years has been that they shop around.

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they they ask for engagement on a plan that has already been decided, and I know that's not exactly what you're saying, and that we should have

some, You know things that are tenable, but I can't form an opinion I I don't want my opinion.

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About what I think should be. Voice it on schools. I'm gonna inform my opinion by what the schools want.

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I can't. I can't speak for any of these plans just like Whitney was saying.

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You know we shouldn't speak for low income families. I I can't wait for the Queensbridge meeting, because I wanna hear what they, what they are thinking, and that will inform my opinion not the other way around.

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So I think all of these are are scenarios that you've worked out really well.

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That would be tenable if that's what families want. But I can't.

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You know I wouldn't reject any of them out of hand, but I I think it's gotta go in reverse, And then to Esther's point.

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I think we need to be engaging early childhood families.

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So if we go forward, can have maybe a specific meeting for where we, where we have preschool families, come and just hear from them.

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That would be good. And lastly, oh, last I I think, though it's incredibly important to hear from the school communities, even those that are not affected.

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This Is sort of to Esther's point about.

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You know what affects, who you know. We've been talking all this time about how you know this affects the community at large, so If it changes title.

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One status of a school that you're at. If it changes after school options, if it adds diversity to your school we want to hear from the school communities.

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It's very, very important. Even if they're apple ones coming in.

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Thanks, Esther. I just want to. I'll be keep this short.

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I when we were pretty, See? Someone said that we shouldn't be speaking for low income families when we're talking about after school options.

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I I'm actually the person because I'm the Pta president of the school.

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That's not title one, and you have to pay for kindergarten for fifth grade to have after school I'm the person that they email directly so I'm actually the person who gets the emails regarding meeting help getting scholarship seats and the person who every week.

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is especially now that we have migrant children coming in I'm the person that our parent coordinator reaches out to, and it's heartbreaking to find yourself in situations where you know it's I, would say hands down it's the hardest part of my role, is

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Pt: President is finding yourself trying to find solutions for families that you, as a child yourself, faced It's very emotional, so when I speak to this I speak to this, not as in some as an assumption or trying to say, how people feel I'm: speaking to this as a

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Pta. President, where this directly happens every single week, and when children there are no scholarships available, I try to find is many alternative options, as I can, and I work hand in hand with our school administration and with our parent coordinator to try to do this but certainly

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when you add numbers into it, it is problematic and we can't assume that all of these families are able to pick up their children at 2 30 or when a bus lets out at at 2 40.

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5. Soon transportation time. There So I do think it's an important conversation to have, and I think that we need to make sure that families have all resources and I think that a ll all 11 of us on this Council stand by and advocate, for universal free after school care and if if that was an option for 78

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we've, looked at every option conceivable to try to bring that, and they're just unfortunately is is not an option, You know.

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I'd love that, and maybe this is something we can do.

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We can write a resolution, and I think that we would all unanimously vote in favor of calling for universal after school.

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I'm a big advocate for that, and I do think the middle school component is is is important because we're looking at This is this map is very different than the map that, they showed us at our last meeting and if you looked at the previous.

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One where the new 78 zone that we were showed last time goes.

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Everyone in that area is no longer like in the hundreds. Point area is no longer zoned for 78 and I do think it's important that you know none of these children would be able to go to a local middle school and I certainly stand by unders point community medals decision.

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Of they want to be zoner on zoned.

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I see that school community, and I think they know best how to lead that.

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And I think that from what I understand they're happy with it being on zones, and I don't think that we should push to change that.

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but it would be nice to have at least people that live in this area to have access to at least one zone middle school.

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thanks. Kelly: Yeah, So bring it back to. I know Deb said.

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She thinks we should kind of hear from the communities on these options before deciding what is what is tenable or not. I'm I'm interested to hear what other folks think.

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Think and also what you all think we should be bringing to schools and to the other stakeholders.

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You mentioned the folks in pre-k, and beyond that, like how, I guess.

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How do you all see the conversation going? Is it this visual, like?

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just jump in. I think this is great. What you have. I think I I think these are.

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What kind of where do we go next? And and what should we bring to the to the community?

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Yeah, we can definitely follow up with Ci and C what updates they have.

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And I think Jonathan asked at the top about timeline, and if we are not doing something for 2,023, we can definitely engage schools on a on a longer timeline and hopefully we'll get more information, as as that moves, forward to Michelle did you want

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yeah, I just thought, you know. I would also like with Debbie I mentioned.

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I think you know these are flushed out options, I think, from the common set of May today.

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It helps you further. Define some. You know particular areas within them, and I think those are that should be presented to the community.

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I also, you know I. To be honest, I would personally have my own preference, but I'm not community stakeholders right, and they shouldn't know what they're up against you know what potentially could happen.

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In their neighborhood, and what what advantages decision is afford each of them, so I think, going out with this to say, Look, this is this is what came out of our engagement, and this, is what we propose. Now this is a scenario for what we propose and get their feedback right.

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The you may find out something different from what we already know, and that may change your scenarios.

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I may change some other things about that that you'll come back to the Council with.

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So I think, going with these, you know, tailored to the community stakeholders, including those preca communities, because those parents are interested in, you know, elementary school enrollment.

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They want to know what you know, what options they have and what's gonna what they're gonna be looking forward to right There's probably families there who have younger children right in terms of you know, in terms of sibling you know, priorities, and things like that so they're they're gonna be anxious to

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have that questions, and they can be invited to these. These school meetings, these community meetings, You know that you'll host, and I think that's a a great way to go and get feedback, you know, and and leaving things.

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The way that they are, you know, the folks know. At least they'll know why they're in the situation.

01:30:55.000 --> 01:31:09.000

Reba: yeah.

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So, if I'm if I'm understanding this correctly, it would be a plan to go with a presentation like you did, too.

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That's what I'm hearing, I'm thinking.

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I you know I'm trying to think about how and where we can either flush things out or prioritize certain scenarios so as to not

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Have a town hall or conversation, that is so open ended that it doesn't really get us anywhere, which I know we've kind of seen before.

01:32:01.000 --> 01:32:22.000

So I'm I think we would need to talk a little bit more, and think a little bit more about how, whether it is kind of like the 4 scenarios that we've put here and and getting folks to vote or to to prioritize what they would want to see in some way, But I know

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our team would have to think and talk about that, and definitely want to hear from you all how you see that going, and and what your thoughts are.

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But yeah, I I do think what I'm hearing, too.

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and to just build on what Sorry I'll be quick to build on what Reboot was saying.

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I mean, it seems like one of the core differences or distinctions among the that purchase that we define as the number of students, and the 78

zone that would be potentially rezone to other areas to other schools rather and the implementation of a dia

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priority, and it it does what I'm hearing, I think, also is that there's just some questions about.

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Well, if you're potentially creating more travel, although for some areas and this current 78 zone, they're not further away from, say, 384, then they would be to 1 12 or 1 11 let's say, but let's say it's about travel and not wanting

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to be rezoned, and the trade off of okay.

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But we are implementing a dia priority that potentially makes schools more accessible for students All over this potentially impacted area If that's the trade, off.

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What I'm hearing is that there's interest in hearing from students and families all over this area to know whether that access to other schools the schools that we're talking about is something that this does families even want that how where that lands on their list of preferences and priorities so

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Jonasy. Oh, sorry.

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And would we be looking at to make it even more concrete?

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Would we be looking at November and December, S.

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Lt. M Pta Meetings

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so I think we'll see what the schools want to do.

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But yeah, I think we'll definitely make ourselves available and November and December.

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and hey, as far as community meetings, we're focusing on families with students in early childhood programs to get their voice, and also the Queen's Bridge houses.

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In addition to community meetings.

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Alright, Jonathan or Rima. You You wanted to say something

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I just I just want us to remember that authentic engagement is not easy, and has not been easy over the course of this project.

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Jonathan

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And this is why we had an outside organization. Help us to do deeper engagement with these communities.

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and so, while I absolutely support, you know, engaging the communities involved here, I think that simply going to Srt.

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Meetings, and having a a few town halls, may not really get us the the an accurate sentiment of what these communities want what is troubling them.

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and so I I I'm a little concerned there, and I I I don't know what what exactly.

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The answer is, but but we and you know, even with the outsider vendor, we admittedly had difficulty reaching a critical mass of parents from Queens Bridge, and generally North of the Bridge, North of of Queens Boulevard, So if a dedicated

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orientation, who was working to reach these parents with a working group, was having difficulty reaching parents and asking about these kinds of things.

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are we gonna be able to to to do it without that kind of dedicated group?

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And I know that we have connections that we didn't have before that that that effort did maybe hopefully did help us to to have capacity to do that kind of outreach.

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But I wanna make sure that we're that we're we're doing that because, you know, outreach if it if it is not, if you're not reaching a representative and equitable group of people is potentially counterproductive, it could potentially

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empower certain factions rather than actually giving us a a a, an equitable and representative understanding of what would benefit the all of the communities involved.

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so I. And as as far as the timeline goes, this is this is tricky.

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I a and but I will say that I really don't want to wait for years to do something about the zoning for Queens Bridge.

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That to me is, you know, we we We finally started a conversation about this, and I want to do something sooner than that.

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That's what I'll say. There, and I'll say that I'll I'll just come out and say that I do support a a dia plan of some kind, so if we put off, you know, zoning 384 I would personally right now support some kind

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of dia program with the current, you know, unzone school that we that we have, I absolutely would want to go to to schools and communities, and I would want to make sure that 3 84 is ready and and and it's on board with with with that plan But that's what

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thanks, Jonathan, and I want to, I think, to respond to your comment.

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I think, taking what we heard from Thepril engagement and the working group recommendations, we were able to formulate these options, and we've, I think, in some way shape or form kind of articulated how each one responds to some of the priorities and values, outlined and then in spaces, where

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Maybe it It doesn't kind of meet the the mark. So that's why we wanted to bring this to you all to hear potentially how we move forward so that we are building on that And and coming to some sort of whether it's a a decision or a next step that moves forward that conversation.

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so, certainly, if we bring this to the communities, we can do the same thing and say kind of like Here's what the working group recommended here is where each option meets, those needs but also to your point about engagement.

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And timeline. Like, I think that's why we were somewhat hopeful today.

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We would lean 1 one way or another, and and maybe start to move forward with one of these options.

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but I I do understand. We want to hear more voices, and it's certainly not easy, and there are a lot of factors.

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I do wanna again say that working to schedule a meeting hopefully at the the Resender with Queensburg families and community community, members it would be open but to prioritize again, making sure that that information is out there and also I think if we were to start with kind of approach 4 with a dia.

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priority, at 3, 84 to Deb's question in the chat about Will families travel in the same way?

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We talked about planning for the new middle school, and almost seeing kind of like the data show itself, and and seeing what options people choose as a way to inform a potential rezoning is, is an option.

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Right, like starting with approach for which doesn't include a resulting, and could be implemented for 2023 as a way to start to meet the recommendations of the working group, which were to change the status quo.

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for to use that information, to inform whatever rezoning we do down the line.

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In the same way we talked about planning for the new middle school.

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yeah, let this quick, and I think you both just answered what I was.

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Gonna comment on both Jonathan and Reboot that you know the whole.

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The idea establishing the the whole dia with as an as a a forerunner, while you do all this investigation, predicting what the community's voice is, coming forward what is seems like another option for you and it's something that I think people will grab onto like you're gonna do this

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while you're still investigating the other thing. Cause I agree with Jonathan, you know, who wants to wait for years to have something happen.

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I also want to comment that that with the John, that with the outreach that we have, we had a lot of issues because I I really love the

engagement work group and the conversations and I learned a lot from those work, members and I we were, time barred on that what happened doing

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virtual meetings all the time, and we also, but up on, when people weren't even home, you know, to have these discussions.

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So you know, standing a timeframe that makes it easy for folks to attend meeting whether virtual or hybrid, you know, having clear information available to folks, and setting that scheduled.

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Up, so that we can do the engagement and the Council can help with it, you know, with its resources in terms of getting to those stakeholders that we know that are out there.

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And doing a proper engagement, meaning and identify the issues for these community stakeholders is, is is really imperative.

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And you know I I was saying I want to be happy to help you assist with any way that I could.

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I think, also dead. We you can't be too concerned about data.

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We just need to be concerned about communities. Response: Right? That's what we want more community response to this.

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And we want Odp to present what those responses are. And it's gonna take a while to do it.

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Tell us what we can do In the meantime, just like you have laid out.

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Michelle Go ahead.

01:45:06.000 --> 01:45:16.000

Thanks, Michelle. I have somebody who if it would have been a real hand or hand, would have fallen off.

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I have a hand under the attendees, so I would like to.

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I can. You hear me?

01:45:54.000 --> 01:46:12.000

Okay, thanks. So I have a couple of questions. One is, will you all be posting the presentation, this presentation and the other one previously, so that people can view these presentations and understand and digest it and not just be presenting it at you know the town halls and all the Slty

01:46:12.000 --> 01:46:33.000

meetings, etc. And when you do, oh, post these presentations, can you be a little more specific on what the diversity and admissions scenarios look like as an is it that kids who's family is let's say for 4,000 family with income over \$50,000 or whatever will be excluded from

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the diversity, category? Or are you limiting it to children who live in a specific area?

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You know that kind of thing if you can present what those scenarios look like, so that it's more clear to the uneducated masses like me.

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The other thing is, I think, middle School zoning 78 is very much linked to the elementary school zoning, because If, you look at the admissions, policy, the admissions that's on the DOE website and i'm doing this right?

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Now from my kid, who's going from fifth grade to sixth grade.

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The eligibility First, priority is to continuing fifth grade students at Ps.

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78. The other admissions priority is for students in the current elementary school zone, which include 3 84 kids also.

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Now I am sending my kid to 78 because I love the school.

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It's a neighborhood school. If we had to go to a zone school, I. S. 2 O.

01:47:31.000 --> 01:47:41.000

4 that commute is untenable for me. We would move out of the city if needed, Honduras Point Community Middle School is not a zone school, for us, which is fine.

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When you look at these, they're just fixed for that.

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You have 8 seats available, and 236 applications.

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Last year, and if you have a crap lottery number like my kid does you send 0 chance of getting into that school which is walking distance for us.

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So I think this 78 middle school zone, since it's based on the elementary zone, is very much, and should be made clear in these presentations.

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so Those are my 2 comments. And the question was about when will you be posting the presentation online?

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Okay, Can you hear me? Okay, I think I was a bit muffled before so I just wanna make sure that I And speaking, Okay, Yeah, Okay, great.

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Thank you.

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Yes.

01:48:46.000 --> 01:48:49.000

so I think there is a question of the dia target, like which which students are included here.

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And so so yes, so I I looked at all students.

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I'm sorry. Kindergarten students in the zones, specifically 70, 76, 79, 1213 22, and 1 66 and So these schools.

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Are include the schools that we've in the area that we've been focusing on.

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Just to make it on the present day

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I'm I'm not sure how that answers the question, because I was just asking for the What would the priority be that?

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In addition to this, schools, that kindergarten students in the Queens Bridge has his other zone too.

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In if from an income basis, is it? I mean, what's the cut off like, and and and how many students in the long current Long Island City zone would either be included under the under the Diap policy or excluded?

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Under it, I mean, because it is a pretty low The the free and reduced price lunch.

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When you. New York City is pretty low. \$50,000. It is is, you know, it's a line that arbitrarily drawn.

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So can you set a different line for the D. I I don't know.

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I I don't understand this process. So what is the diet?

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Admissions, priority? What is, What is that encompass?

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Oh! Oh! Oh!

01:50:19.000 --> 01:50:20.000

What what is it can you spell that out on the presentation?

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yeah.

01:50:26.000 --> 01:50:27.000

Yeah, I sorry I I yeah, sorry. I I think I misunderstood a question before I think what you're asking is what like like identifiers we're looking at.

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Or you know, help. People understand. It sounds great, but what is it

01:50:39.000 --> 01:50:59.000

And so that would include students who qualify, as you mentioned, free reduced price lunch students who are English language learners, and our students who are living in temporary housing So on the screen, we went to a different slide and so the last sub-bullet which is

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diversity and emissions that defines the groups of stants were looking at so

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Okay. So then's just low income. I'll just interrupt you.

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Sorry the low income needs. I think you should spell that out, because again, what does it mean to people?

01:51:10.000 --> 01:51:15.000

Yeah.

01:51:15.000 --> 01:51:24.000

You know it's you know Frl and Fpl, and all these acronyms are fine in you know any in the Dee.

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World but for the labels. And what does it actually mean?

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Like, if I own seventyk, am I going to be left out of this?

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Hmm.

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Am I no longer part of this diversity? Quota

01:51:39.000 --> 01:51:40.000

Thank you.

01:51:40.000 --> 01:51:46.000

we can add a a footnote here, defining what low income means for overl and a We don't pick those numbers, and what well qualifies.

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I understand that, but just

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And and about the middle schools. Will that be included in the presentation?

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But yeah, we can explain it. Sure, you can add a footnote that explains what we mean when we say low income

01:52:09.000 --> 01:52:27.000

So as part of this conversation, we are are not. Gonna consider a middle school rezoning, but when we do get to the point where we're talking about the impact on 78, and what how many students might be zoned out, and how the continuing, priority that they currently have is, impacted, we can

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definitely talk about that. And I think that would be part of the the decision making.

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if you like. I could ask it in case. Thank you, Miss Gones.

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Thank you very much. I. If, if in case you didn't realize it, we're open to a public comment at this point.

01:52:58.000 --> 01:53:08.000

So, if you have a question or a comment for for us, please raise your hand or put your question into them.

01:53:08.000 --> 01:53:13.000
Got you, and a

01:53:13.000 --> 01:53:22.000
Well, I see Marcela has a question. Cool, and there are still a while, though the public is trying to determine whether or not they want to make additional questions.

01:53:22.000 --> 01:53:28.000
Hi! Happy! How are we? Everyone Sorry I'm celebrating how to win in my school, and also I work.

01:53:28.000 --> 01:53:48.000
But I don't have a question. I'm I'm a little confused about so per se of the case, you know.

01:53:48.000 --> 01:53:53.000
the data about the Queensbridge residents that was in the chat.

01:53:53.000 --> 01:53:58.000
Chris yeah, Christina mentioned earlier. It might have been before you joined.

01:53:58.000 --> 01:54:16.000
There was a question about how many students that live in Queensbridge are zone to each of the schools, and she read the percentages and and we'll send that to you all in in an email we'll pull it but there was a question about of the number how many Canergarten students live in

01:54:16.000 --> 01:54:32.000
Queensbridge, and then how to what schools are they zoned, and and by how many

01:54:32.000 --> 01:54:46.000
Okay, so they are there any more comments or questions from the well public for the attendees to this meeting

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Don't be shy. You can ask anything you like

01:54:53.000 --> 01:55:01.000
Okay, not see. Not seeing any hands raised. I see somebody put stuff in.

01:55:01.000 --> 01:55:05.000
Okay, It's not for me. Okay, not seeing any handwriting.

01:55:05.000 --> 01:55:08.000
I guess we'll conclude our public comment session.

01:55:08.000 --> 01:55:13.000
I guess what we're looking for. Then what for us?

01:55:13.000 --> 01:55:16.000

I'm sorry trying to close out my screen so I can see you guys.

01:55:16.000 --> 01:55:26.000

What is next Steps for us going forward right? So we might guess in in terms of what Odp needs.

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Do you want us to consider, and then maybe even provide any feedback to you and written form?

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Are you willing to accept that also for a period of time, and then be able to then get back to us?

01:55:42.000 --> 01:55:50.000

On what strategy are you planning to pursue, including a timeframe?

01:55:50.000 --> 01:56:01.000

For, like any meetings, or you know, discussion, points, or additional information that you may mean, yeah, is that a good approach cause?

01:56:01.000 --> 01:56:03.000

I don't think that like for coming from this meeting.

01:56:03.000 --> 01:56:11.000

You heard from Council members, and their feelings, and what they think some express, you know, individually, and we we've agree.

01:56:11.000 --> 01:56:15.000

I don't know if you believe from that, really, what you feel like the Council as a whole cause.

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We're not the entire council, and I think you would really want the entire Council to have comment.

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You know on that aspect of it. So, at least from the zoning committee.

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If you would like us. If you want to take back with the feedback you had today, Then also we'll offer up that, Joe. Leave this.

01:56:32.000 --> 01:56:56.000

These questions open for another week, Let's say that Council members can respond to you directly, and I'll also we'll share the presentation with our the council and your feedback, so that they can have if they want to provide feedback to you that they can and then schedule a time we'll we'll Come back

01:56:56.000 --> 01:57:01.000

okay.

01:57:01.000 --> 01:57:27.000

Can. I? Can I just also ask, as you answer, what the even if we're not zoning, we have to have something in place by kergarten admissions correct so we are a little bit under the gun in terms of the next 2 months or so in terms of whatever we're

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yeah, I think it. We wanted to move forward with approach 4, which was the the dia at which is not a rezoning.

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We would wanna do that before the K. Admissions process closes.

01:57:40.000 --> 01:58:02.000

I can get the the formal dates from student enrollment so definitely want to hear from you all your thoughts on, maybe moving forward with that, as we continue the rezoning conversation and then also schedule meetings for whether it be November or December at schools and I can

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work with with Dr. Compasso and some other stakeholders to schedule like whether it's an early childhood town hall or something to meet some of the other groups.

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the other groups where they're at. But I think

01:58:19.000 --> 01:58:26.000

I'm trying to think about the time on, and we should definitely schedule another meeting to confirm the 3 84 piece.

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But we'll wanna hear from other people first, so maybe if you all I know Whitney had asked for school liaison to gather the meeting dates.

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I saw Kelly in the chat. You wrote that a lot of the November agendas have already been set, so whether it's special meetings or December meetings.

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with a with a decision on top on how Odp is going to approach this in terms of you know options, meetings, you know what's what's the schedule for that

01:58:49.000 --> 01:59:03.000

Okay, can I ask also to have this? The conversation about the diaper room through 84 means that you'll need to have a meeting with them like yesterday, in terms of have this conversation, or whether that's an option right?

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And then in the Then the council can be given a short time on to provide comments On that.

01:59:10.000 --> 01:59:26.000

This is your approach. To proceed with this, and then, while still you know well, while investigating the others you know, going out with those meetings cause you really want to get the 3 84 square away, is turn to what the options are, so.

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I think Maybe just tell us that, and tell us what that timeframe is.

01:59:27.000 --> 01:59:29.000

I think what we would ask from you. All is support on scheduling with the the schools correctly

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And actually, if you've had that conversation with, so that we can, you know, you know, you know, concurrent or whatever, in terms of what your pros, or offer any any comment to that that might be a good approach, and and I don't know what I saw, it, in a comment, or whether somebody made a

01:59:48.000 --> 01:59:56.000

comment out loud: I'm sorry I get a little confused, but it's true that we need to then be able to give you feedback quick feedback.

01:59:56.000 --> 02:00:04.000

And Turn around on the whole spectrum, So you can schedule those meetings and schedule a meeting for us to talk about it.

02:00:04.000 --> 02:00:15.000

But I think the meeting for the Council to to have that discussion comes after we hear you know what's your conversation with 3 84?

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Is, and that we could have that discussion on all of this.

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Yeah.

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So I'm hearing scheduling something with 384

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As a way to share with them the kind of options we're considering definitely still scheduling the the Queensbridge meeting again to kind of talk about the current state of affairs and here perspectives on change there, and then you all talking amongst yourselves and letting us know from

02:00:29.000 --> 02:00:59.000

Does that make sense to everybody.

02:01:04.000 --> 02:01:10.000

thanks for sharing. Yeah, I just have a question. Is there any way, you know, it's the daytime.

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A lot of people are at work. They can't really.

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I understand that we can eventually watch the video, but a lot of people aren't here to attend, and it's also a holiday where people with small children have usually a lot of things going on, and especially at schools would it be I guess is it fair to say that we sort of expanded the conversation

02:01:28.000 --> 02:01:46.000

where initially it was. We were just talking about the rezoning of the 4 schools, and now I believe that I I don't wanna zoom and speak for everybody in the council, but I think we're all very much in favor of the conversation, which jonathan was very first thing he spoke

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about regarding the busting of children and the voices of where there is this law, allegedly that no one has ever to be able to find.

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So are we sort of doing this now is like a tangent thing where we which I'm an advocate for of of the Queen's big process of of how it's historically been bused, and if that's the case should we since Most people.

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Are, might not. Watch this, or be able to join at this moment Is there anything that maybe we can publish that so people understand But that's also now part of the conversation.

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a or how do we make people more aware that we've expanded?

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If we I mean assuming we're kind of like officially expanding.

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This. This is why we're talking about doing this meeting in Queensbridge. Just so.

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I think one thing that was already published, that we can point to is what came out of the working group in that in the report there were 3 pages about the Queen's Bridge, Zoning and the history there, that could definitely be shared and and recirculated and it is it's kind

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of I wouldn't say it's like tangentially happening.

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It's all related the piece I said about meeting with Queens Bridge is both.

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Should we pursue rezoning and change the zoning patterns?

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There, that's operating in this broader time line that we just talked about for meeting with the schools and getting to a point with one of these scenarios.

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But either way, I think what we heard from the community, and what I'm hearing from you all is that there are folks in Queensburg that don't even no the zone by address patterns which was that information.

02:03:31.000 --> 02:03:32.000

That we we were able to publish, and I think hearing from those folks, if we were to do maybe even Jessica Dia to start at 384, and prioritizing nitro is an option, to hear if they might choose that option, so it's kind of part of

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People know that this is also part of the conversation, because I think it's an important part of the conversation

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What would it be possible to send like, have the parent coordinators who have all the contact information for the parents at these schools would be possible, maybe just sort of take what you said, what was inside of the report that we got back from Sepril?

02:04:11.000 --> 02:04:14.000

But sort of take that information like the historical aspect of it.

02:04:14.000 --> 02:04:29.000

So people have a way to understand. And then in that green box of where, on the map that we just had previously, that showed where Queens Bridge is, and it's sort of like in a very small caption it showed like 1 22 1, 1,366 it, kind, of listed all the schools.

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that it gets rezoned, too. But just maybe, if, like the parent coordinators of those school could also send that information.

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Just so people, Andrew: Yeah, I just think more information the better, and that people can sort of have a a context to look at.

02:04:46.000 --> 02:04:57.000

It.

02:04:57.000 --> 02:05:08.000

alright. Okay, So what I hear? Oh, wait! I just. I'll pause a minute. Any anybody else have any last comments

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Okay, and I don't see anything. Also in any attendees.

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So Oh, no, there's one hand raise there. Okay, We have all council, Friend Megan, Soita, as our hand raised.

02:05:41.000 --> 02:05:44.000

Hi, thanks! This is Megan from Assembly Woman.

02:05:44.000 --> 02:05:58.000

No one's office, and I will make this brief. Yeah, I think Kelly brought up a really good point that the working group did already generate a lot of great information, and I think for it to be kind of redistributed again, especially since there's a new cohort of

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kindergarten, parents, and even pre-k parents with questions, and who are kind of hearing bits and pieces.

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I think it would be great to recirculate that it's such a valuable document with a lot of great information; And, secondly, I've noticed over the course of these meetings in the past year, year, and a half that there's kind of some frequently asked questions and so if there's a

02:06:22.000 --> 02:06:32.000

way, to put an FAQ available together, you know, So a lot of parents, for instance, want to know. Well, if my kid is going to 78 now, what's gonna happen to them?

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If this, you know, goes into place, and there's a new zone.

02:06:36.000 --> 02:06:42.000

So a lot of parents are, of course, very motivated by how it's gonna impact their own families.

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We all understand that. And I think if we can put a or if you can put an FAQ available and researchulate that that working group document, that's gonna help a lot of people get up to speed prior to even any one on one school engagement, that's all thank you guys So much for your

02:06:43.000 --> 02:07:05.000

you, Megan. Go ahead!

02:07:05.000 --> 02:07:09.000

Okay, Thank you. Mikean I thought, it was a great idea.

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Why didn't I think of them? Yeah, thank you. Okay, So have you?

02:07:15.000 --> 02:07:21.000

Said, I see no more hands right, so I guess so.

02:07:21.000 --> 02:07:46.000

In the next steps. So Reva, if you would not mind putting together list maybe similar to what you know, including the discussion points here, plus the other points raised, and what how you think that only people would like to pursue to the Council right that will also be used with I guess cause.

02:07:46.000 --> 02:07:53.000

There was, I think there was a S. With some data and some other stuff exactly come, and we could then use that for our Council to have our deal.

02:07:53.000 --> 02:07:58.000

the liberation. Oh, that the company's we've been, Thanks, Dr. Compos.

02:07:58.000 --> 02:08:03.000

So, thanks to Max, thanks to all so cableboard, you must ring We'll have our own.

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I won't discussion while you are, you know, pursuing your discussions with 3 84, and getting together the long term meetings, you know.

02:08:12.000 --> 02:08:25.000

Maybe so we'll be able to get you some feedback quickly on what you need, and what kind of I think we'll also have to circulate that with all the Council, members so that we can have them have get in on this discussion.

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If they choose to alrighty. Is there anything else, though anything other next steps?

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yeah, if we want to have another like Tip thought about to talk amongst ourselves, even though that is a public meeting.

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doodle poll That is sort of the only way of doing that with at least 9 people, So that would be something depending on all the other moving parts.

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and Reba. I don't mean to like. I'm not saying that Reba and and the team can't be there.

02:09:12.000 --> 02:09:26.000

I just mean as opposed to having a presentation that we're responding to.

02:09:26.000 --> 02:09:33.000

at all. I don't feel excluded like I'll have a a chat

02:09:33.000 --> 02:09:47.000

for our next steps. I I definitely appreciated the FAQ suggestion, and I think we'll try to put together something not shares the the scenarios that we've talked about the the visuals.

02:09:47.000 --> 02:09:51.000

And the maps. We heard that what we shared last time was screenshot.

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It, and there's just so much which is okay. We we know that happens on public meetings, but there's a lot of context in this conversation that if you just look at a a picture, you don't have so we'll try to put together, something that is accessible and and kind of understandable for

02:09:52.000 --> 02:10:22.000

Anyone thinks we should be pursuing

02:10:27.000 --> 02:10:35.000

Okay, alright. Last call for last comments. You thank you.

02:10:35.000 --> 02:10:43.000

Odp. We thank everyone for participating Do you? Tolerating my crappy voice, Marcel?

02:10:43.000 --> 02:10:46.000

The only one came in costume today. So thank you, Marissa.

02:10:46.000 --> 02:10:54.000

and you guys, if you're going out wandering the streets, be safe. Alright.

02:10:54.000 --> 02:10:55.000

Only take rap candy and we'll see you.

02:10:55.000 --> 02:10:57.000

and you're getting this data from, do you?

02:10:57.000 --> 02:10:58.000

Well, we'll set around a poll to get out our next steps and date for the next meeting.

02:10:58.000 --> 02:11:06.000

Okay, Thank you.

02:11:06.000 --> 02:11:07.000

hey? Thank you. All attendees. Thank you. Odp: and thank you.

02:11:07.000 --> 02:11:08.000

You know, be well and stay safe. You all, bye, bye, attending

02:11:08.000 --> 02:11:12.000

everyone.

02:11:12.000 --> 02:11:13.000

Alrighty

02:11:13.000 --> 02:11:16.000

Happy Halloween. Everyone be Snake, and if we had a little more cause tomorrow, everyone

02:11:16.000 --> 02:11:21.000

Yeah, that's tomorrow. Right? I got my days wrong.

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I gotta get something up on my board. Okay.

02:11:22.000 --> 02:11:24.000

Yes, that's more

02:11:24.000 --> 02:11:26.000

Nursella. Your makeup looks amazing like I don't know what you did, but it looks like professionally.

02:11:26.000 --> 02:11:31.000

Umhm. It's good

02:11:31.000 --> 02:11:32.000

Done that looks. It looks like a professional, did it? You should get like a side this doing like theatrical makeup or something.

02:11:32.000 --> 02:11:40.000

Thank you. No, no! Pretty close. This is speakers and

02:11:40.000 --> 02:11:48.000

Hey, look! There's a market for that. There's a real market for that you should.

02:11:40.000 --> 02:11:48.000

Oh!It looks amazingOh, you want