

WEBVTT

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And is being recorded. Please mute your microphones.

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I was now pulling a meeting to order and someone please give me a time since I can't find it on my screen.

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It's Channel 5 is that good? 10 o'clock.

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I'm off. Call the role for committee members. Deborah Alexander

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Kelly, Craig.

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Jonathan Greenberg.

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Back to ma.

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Victoria, Mademoiselle

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You show more noticella soundtos

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Whitney, to summon

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Mr. Baham

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There will be a public comment session at the end of this meeting.

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Comments will be limited to 2 min, but there's only 2 of you.

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We have more time. If you're using interpretation, you will have 4 min first, we'd like to take comments from participants who have joined the computer on the zoom room at that time. Please.

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Raise your hand and the the raise hand button, and this could be found by clicking the reactions at the bottom of your screen.

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You will call the no speakers who, in order in which they have raised their hands and manually unmute the microphones.

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When your name is cold. Please give us your name and your connection to the district.

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Please don't raise your hands now. Second we'll take comments from participant to uphold and interpretation.

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

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

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Start we'll take comments from participant who called invite phone yeah, we'll call out the last 4 digits of your phone number.

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Please say yes, if you like to speak, if you do not want to speak, please state if you want to speak, please state your name and your connection to the district, if you prefer you may leave a written comment in a Q.

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And a comments left in the Q. And a. May be read at the end of the public speaking time.

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Additional Commons, a question can always be addressed to the Cec.

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Via email at Cdc. 30. At schools that Nyc.

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Dot does I forgot to announce that Dale Colin is here.

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Yale, Cohen is, helps. Assist us in running these meetings.

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Present.

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We greatly appreciate our efforts in that regard. So that today's meeting is, how like I know as to please correct me because I I had to go with the last time we find this so we have remember it but so that's here today's meeting is a discussion by this voting

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Committee members on a scenarios for the Elementary School Capacity Project.

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Is that correct, and we're talking about scenarios.

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Are we getting an update from I see Grea with this time is online beginning is update from Reba on what's been going on with the the meetings hopefully and we can have our and have our discussion it's Sue, from there How does that sound default.

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Oh, do you have any other suggestions?

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Yeah, I mean the the main reason was to after receiving a lot of information during the last meeting, to have an opportunity for us as counsel members to go over to the various scenarios that we were presented to just talk among ourselves, and then also since we we cannot secretly talk them

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on ourselves. It's a public meeting, and there's also, of course, another opportunity for people who are here now presence to also comment.

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Okay. Excuse me. Have to meet my phone alrighty.

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So first give us an update on on how the you know meeting something going cause.

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I. I realized also that I missed a few of them.

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Since I was out, and maybe just Jenny reactions before we get into.

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You know scenario discussions.

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Sure since we last spoke. There was a meeting in Queensbridge houses with community members to share information about the current zone by address, dynamic, and to hear feedback.

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On whether families are satisfied with that, and how that impacts them.

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It was not particularly well attended. A few folks on the call were there.

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Thank you for coming, Michelle and Deb and Marisa was there too.

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And there were only just a few parents, but I think what stood out to me, and I'd be interested to hear what others thought to was just the

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I don't know if shock is the right word, but the kind of like reaction to seeing a map of the zone by address, dynamic and some of the families that were there said that they are zoned to a school that is quite far away from where they live, and that they prefer options

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closer to home and actually send their kids closer to home.

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So we had a good conversation for a small group, and beyond that I haven't held any more meetings.

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I I did touch base with the ps 3, 84 principal, because Christine Britain, who I see, is on the call because I know we've talked a bit about how 3 84 is non zoned and some of the potential options there kind of on a potentially quicker

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Timeline than are resulting, and I know she shared some of that with her.

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Slr, and and shared some questions back with me that they have about.

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Should any of the changes that we started to discuss happen, how that would impact that community.

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So I think, where we left off was you all wanted to have a working session, and then depending on what comes out of this conversation and potentially kind of where we're leaning that would be the right next step for us.

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To meet with each school community. So we can talk about impact and what we're pursuing as an next step.

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So I I'm more here to listen today and hear what you all are thinking.

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I'm happy to, of course, answer questions and have the Powerpoint from last time.

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If it's helpful for me to pull it back up at any point.

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But that's that's it in terms of what I've done since we we last spoke at least externally, with meetings

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Okay, before could I can I ask a question first out is that there is, though a schedule to go back out to the schools right?

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Gail shared with me the SlT meetings for each for December, for each of the schools I need to re.

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I wanna reach out to the principals, of course, and coordinate with them on what makes the most sense, and I know the slt is just one body folks have asked for Pta meetings as well so we haven't come up with a Formal schedule yet but I would say in

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December. That seems like the right time to update people, because we'll have.

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There is an announcement today that that Deb mentioned on email about Court Square.

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And I think you know we've talked about how a rezoning for 2023 implementation is not viable right now.

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So I think we want to make sure. Folks know that that there's not a rezoning for next year, and then talk about just kind of like where we're at in the conversation.

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So. Yeah, I think over the next couple of weeks would be the right time for that but I don't have a a schedule once.

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I understand where we're leaving off in this conversation. I can work on that with with you all, and we can make sure everyone knows what meetings and and when and where

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You have where the schedule for meetings

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Council members. Do you need to see the scenarios back up again I said, Well, let me go to deadproof.

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Good morning. Present.

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I see

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Thanks. Michelle. Thanks, Forba. I, as I put in the email, I think this meeting is slightly now premature, because and maybe Reba can help in in whether or not my my thinking is correct.

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So what we saw in our in our scenarios were based on the current capacities.

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At 3 days, 4 and 78, and as we spoke, about left out of that calculus was parcel C.

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And a potential court square building. This affected things like how many kids in Long Island City could go to a school in Long Island City, for example, and how many would be zoned out over time I think we all it's safe to say that right now?

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They are announcing a Court Square school site that you know may be an existence in the next 3 to 4 years.

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That's my assumption. I I wish we could know that before this meeting, but so that to me that is going to change our discussions it's going to change things a fair amount given that there is a whole new school coming online.

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That we can then count on for sure and adding to that calculus, so I I I I I I guess my question to Reba then, is, would would the do we be adding that school?

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I think the details will be share today, and I actually don't know what opening year they're projecting for the new school.

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But I imagine the soonest it would be is 27, because they'll last building completions.

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Report that came out with any new projects was 26.

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So I can't say that with complete certainty, but it would be, I would say, at least 4 years.

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My understanding from Sam and Christina on our analytics team is that when we do when we draw new zone lines, when we like pursue a formal

rezoning, we do it with the capacity that we currently have I don't know if we have the frankly like the capability to

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Create a rezoning for now that like phases in until a new school opens.

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Into the scenarios that you mapped out into the total number of seats, and and should we be considering what to do rather than in 3 years, have another zoning project to do include that in our grander plan

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That then accounts for that new school. I'd wanna you know very much.

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Yeah. Sure.

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But can I just? We're we're doing that exact scenario with the class size like we know that that's coming in 4 years.

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Hmm.

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So we're planning for that eventual phase in why wouldn't we do the same for a school building

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I'm not sure I need to understand from them how the how it works, I think for the class size Bill, we're looking at the blue book is updated with building capacity numbers to reflect class size.

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The 2021 blue book and the building capacity numbers that we have do reflect the class size bill numbers, whereas, like the the you know, the projections we have and the enrollment, that we have I think we can account for it but I don't know

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Because we'll have a number of seats for a school. Right?

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If we can map out a rezoning, or where do you lines right? We'll have the number of seats.

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Yeah.

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Yeah. Yeah.

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Whether or not you, it's a do we thing or not, whether or not that's a thing.

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Sure.

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Can you can map out or project for me? That is something that we should not be ignoring, like parcel?

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Yeah.

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See I get is a little more up in the air. We're not really sure.

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Maybe it never happens, because of Amtrak or whatever.

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But now we're you know we're going to be breaking ground on a building.

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It it it seems they're making this announcement today.

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I think ignoring the fact that there are going to be another 400 500 600 seats in that area in the Emmy you know near future doesn't make any sense when we're looking a whole the whole point the whole reason.

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We delayed this project, when 384 came, online was to look at the area holistically.

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So I don't know how. We can not not figure that into our discussions and calculus

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Yeah, I think my my point and I wanna make sure I'm clear at least in terms of my understanding of it is that if we were to do, let's say a rezoning right now, for you know 2023 or 2024 implementation

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We would draw zone lines based on the capacity of the current schools, because for the kindergarteners entering school over the next couple of years the Court Square school wouldn't exist.

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So there would have to be some sort of calculus for that. And then I think potentially another rezoning with a new school, because I don't

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Yeah.

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See? Capacity. Yeah.

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Gotcha. I see what you're saying. So so I guess what I'm asking is not necessarily to regarding zoning the the projections that you gave us took into account a certain number of seats in a certain number of students so capacity exactly and I guess what I would wanna see when

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we're because that was before we were talking about either zoning or priorities, or anything like that.

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Sure.

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What I would want to see are the new capacity numbers reflected so that we could then decide whether we're looking at zoning or priorities.

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I got it

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I understand. Okay, yeah, that I think we can do. Yeah. Hi.

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I got a question. Parents 2 parents just called so, which I don't even know.

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With is this a 4 29 voting, or the other zoning which one is this.

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But but I have a 4 29 zoning question zoning for middle school ends.

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December first, where parents can apply to middle schools. How are they applying to 429 they're asking me

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The new middle school is on the application. It's just listed as new, you know.

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It doesn't have details, but it's the new middle school, and

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Cause. Somebody said it was, and I I thought you had said that, and I said That's one of the parents, she said.

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No. So maybe help me understand? I didn't see it by the way she said no, but when they go it's on the regular.

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Is it? Call 429? What is it called

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Yeah, that's the Dbn: for it. It should be 30 Q.

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4, 29 and

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Yeah.

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And you, and just saying it's on there, and they can apply okay, I'll just let them know

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So it's just, you know, in the the public is able to see our our deliberations and any updates that are necessary. We can take into account also to

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Thank you.

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Sure.

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I think that there were some questions about the I mean it.

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Maybe in addition to how to apply also what the school offers or programs.

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But there's that there's no clarity at this point about what what specific programs there will be.

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So I don't think that people will find any information about that.

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So just so not necessarily talk about zoning specifically

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But I did hear some questions about that

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Yeah, me, too. So we'll almost done hiring the principal we're just about finished one or 2 more interviews, and then, after I select it goes down to Tweet, and they look the senior looks at it too.

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So I'm hoping within 2 weeks, 3 weeks tops.

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We will have it all principal in place.

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Oh, thank you so much. I appreciate that

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Okay, so so is there any any more questions for for rebound? Typically on the you know the issues that that embrace

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Oh, I'm sorry. Go ahead, Kelly!

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Hey? Then

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Thanks. So I sort of just piggybacking off of what Debbie said, and I'm sorry that I couldn't make the meeting in Queensbridge.

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That was the same night and same time as our psi 78 Pta meeting, and I sort of have to be the one to start.

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So I I have to be there for that one, Reba, our December Slt meeting for 78, is on December ninth we haven't done the agenda yet.

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So there's still time to if you're looking for that just an fyi to sort of block off.

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It's December ninth. I just checked, and you know just sort of some some questions concerns.

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I do think the right move is that we've all sort of put a little bit of a pause on initially walking into this year.

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We were going to set rezoning for for the incoming 2324 school year.

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I think it is I think it's the right move that we've sort of paused off of that to sort of look at all of the information, because obviously there's a lot of information coming in I mean as we're sitting here right now a friend of mine is sending me text messages alive.

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From the Press Conference that's going on in Court Square to announce the new 500, and 47 seat school.

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And what's interesting to me is, I? You know I've been a huge advocate for for this school, for since 2,018.

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I've been part of the email squad of stalkers to school construction authority, and Dr.

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Composto! Can let you know. That's true, because he's always CC.

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LED on my stocking attempts for years on the school, and you know it's a they're celebrating right now.

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Every speaker that is going up, every elected official is talking about this long-awaited community school, and how parents have been advocating which they have and they do deserve to have a community school there considering how much construction is going on but then when we talk about.

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Hunter's Point. 3 84 was built because it was a necessity to what was happening.

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At 78 hundreds. Point has the largest new construction of any place in New York City.

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There's a capacity issue. And that's why 3 84 people advocate it rather than truncating a middle school, which we also desperately needed truncating middle school at 78 to build another elementary school so people add advocated for that and it was a win for the community to

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be able to have Stepped from the community for kindergarten students.

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So now we're also celebrating the fact that there's going to be finally, thank God, the long waited school in Court Square and we're celebrating that.

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But I'm confused when narrative changes of when it's okay.

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When do we celebrate the fact that we have these great community schools?

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And then all of a sudden it's well. Some places don't have community schools.

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You shouldn't have a community school 3D 4 is built in for a reason parcel. C.

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Is going to be built for a reason, because we have all of these high rises that are going up in the area.

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We have to have places to educate children. It's just interesting to me that it seems that some schools are being targeted.

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While others aren't. And I just you know there's a little bit of a negative continuation associated with.

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If you say like, hey? I think it's okay to have a community school and some people you know it, depending what school we're talking about they're like.

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Yes, that's what we should have. And then, when we talk about other schools and like we shouldn't have that.

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I'm a firm believer, that kindergarteners should have access to the community schools where they let them, that you should be able to walk rather than having to take 2 or 3 subways to get your child to school I do think that it's really imperative that now

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That we have, that we have a more time that we do real concrete and depth conversations.

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I think that there has to be a town hall at 78, where parents at 78 have a voice where parents of 384 have a voice for parents at 111, have a voice for parents at 76 have a voice to have these conversations, because these are the actual children that attend the school and

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that it impacts. And then we have to have a conversation about the children that are going to be impacted in the future.

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The kids that are in daycares. If you have a 3 year old right now, do you know where your kid is going to be able to be zoned because it might not be your community and walking just in school I think that we have to have some boots on the ground talking to to the

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daycare centers talking to parents, so they have an understanding of what's happening.

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But most importantly, now that we know that there is a school that is cited today in Court Square, and that parcels should see announcement according to Sca, it's coming shortly as well we already have where these 2 schools are gonna have to be Zoomed you know I just

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I think if we're doing all this, what we're zoning people out to other schools and outside of other areas, I don't.

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We're just gonna have to redo it. Anyways, I it doesn't make a lot of sense to me to draw these zones.

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Knowing that we're gonna have to redraw them with 2 other schools as well.

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Just I just, but I am excited that Riva.

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You're gonna be connecting with the schools, and we're getting these meetings on the calendars, and that, you know I think it's so important.

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And you know certainly we can do an outreach with local daycares, and you know the these incoming kindergarten parents, not for next year, but possibly the year after that possibly the after that I guess, depends. How we do this but so their voices are hurt too.

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Dr. Composto in the chat. I put the link to the school, so you can send that to the parent

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Good.

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Thanks. Okay. So one of the things that pretty much the main thing that we heard at the Queen's Bridge meeting was the desire for choice and one of the things that I think parents, the the 2 parents they're were also shocked about was that they just they didn't have the information that a lot

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Of us parents in the know have the fact that that even though those wacky Queens Bridge addresses that that are zoned elsewhere, that those are technically zone schools that we have room in every single one of our schools and except for ps 78 so there is a lot more

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Choice than I think. Parents have any knowledge of. So that's the first thing, because I think that I think that where we're headed is not necessarily for a zoning I think we've sort of narrowed things down to say well we're. Looking.

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At, should we? Should we increase choice for all, for students in particular.

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The Queen's Bridge students, so that they have a choice whether or not to go to 384, or to stay at 1 1176 or the neighboring schools, my issue with that is that because the school we're we're not talking about 100 and

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66, or the choice to go to 122.

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We're talking about going to the school. That is the overflow site for a school that is full to capacity.

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So the only choice right now that any district 30 student really doesn't have right.

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Now, prior to this prior to our our our whole discussion is 78, because that's the only one that is full to capacity.

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So because of that, and because if we do add this priority, we are, we are adding choice for the students who get that priority, but we then take away that choice from the students in Long Island City because there won't be enough seats if if we're looking at the numbers, which is why very specifically

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I want to know if what happens? If we add in the Court Square School, we this whole our whole back and forth.

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On this might be moot if it turns out that there are enough seats if we include the hunt, the court, square school, and there are enough seats to go around.

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To both include 30% of a Dia initiative as well as the students in the Long Island City area.

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Then I I don't. I don't know that we have, or real debate on our hands, because everybody gets that choice.

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But I agree with the parents in the Queensbridge meeting.

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I think everyone should have that choice to go to their neighborhood school, or to go to another school, should they so choose?

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Should they want to take the transportation or deal with the after school issues, or whatever it is that the parents use to make their choice.

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They should have that. But I don't. I don't think it's okay to take to give parents choice by taking choice away from other parents.

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So but I don't know that that's a reality until we look at those numbers, including Court Square, because with this Court Square school we we might not have an issue.

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Thanks so so one thing I just. I want to clarify regarding 3, 84, is that yes, when you look at the numbers of the school capacity, because they are built to grow into a K.

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Or to a to a fifth grade school, and there isn't a fifth grade, so it looks like there's capacity.

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But if you look at the numbers so there's 0 fifth graders there, and I think that they only have one class for fourth grade.

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Maybe it's 2, but they're growing into it, but if you look at the numbers for kindergarten they are.

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They have 4 kindergarten classes, which are also Max.

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Just the way that 78 is. So it's not necessarily entirely true to say that it's just school that you know has all of these seats there.

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There aren't seats for for kindergarteners, and this year Dr.

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Costa, please tell me if I'm wrong. But they're 78, and 384, both filled up, and then went on a waiting list for students, and then only when the schools received like the gifted and talented and those admissions, were the numbers moved then the kids were offered

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Seats this isn't a school where there's like empty kindergarten classrooms.

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There's just think! It's really important that when we're talking about 3D 4, we're very honest about our narrative, and that it's not a school where there are all these seats and that it's sitting empty it's being properly built into a K through 5

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School it's just they haven't the year that it's started.

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The kids are now at fourth grade, so I I mean there still aren't enough seats in this area to serve between 73, 84.

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There aren't enough seats in Hunter's Point.

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It's actually gonna be worse next year, because all of the Gotham and Tfc buildings that are in the southern end of my directions are terrible the southern end of hunters point opened during this calendar year and gotham actually opened.

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Last week. So all of these families are moving in throughout this year, and stagger tears.

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That's a fair statement. At 1 point we did overflow will cap for the kindergarten at 384, and we're sending them to A.

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Okay, I'm gonna go to Kelly and then then Esther, and then after this I'm gonna put my hand in the middle of that

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Ps. Is 1 11,

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Yeah.

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Esther.

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Yeah, no, I I also the even though the there is, of course, an important announcement today.

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We're still, I mean this brings is just back to the reality of where we are now the new school is just not gonna come online for a lot of years.

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And so we still have for the coming, for whatever how many years that is, until the school comes online we we have to find a way of, you know, for for mostly Pre.

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K, and K. And first Graders, how how best to to offer seats and to district to the available seats, and then, in addition to that, I think that while we are not necessarily looking at zoning like for implementation for this coming school year there are the other tools that like the dia

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What other tools that's do. We have at our exposure, even though, or these are not things that the CC.

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Votes on this is something that Odp has the discretion to to apply, but it would be, I think, good to to take into account.

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What is actually possible if we are pushing the any zoning forward what are the opportunities, the possibilities to to you know, apply utter tools until a new school is coming?

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Online. So I mean and I we can also look at it.

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Okay. I just wanted to make the comment. I wanted to, you know.

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Kind of remind us that one of the things that we discovered as a result of this elementary school capacity is this whole inequity issue with regard to families and queens rich houses being posted over the district and though we cannot get it to why, it's happening we know that it has happened and that

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continues to happen. You also realize that while we talk about schools being built call community schools, I call them home schools.

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Within neighborhoods. We've never had going for houses, has never had a home school, I mean.

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We got 10,000 in in this in this development, and they've never had a home school 1 11 was built specifically for ravens with houses, and we realize that when if we're offering an opportunity for families to have choice is to give them opportunities.

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To get into schools closer, or that they are comfortable, you know, to actually giving choice.

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I strong agree with that one of the things I think about taking away from one of the families is that it's it's really on the DOE to help figure out a way to correct this and bring some equity with regard to these families and these homes and cause they can't I think zoning

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It is just. It's just we don't have enough data or enough resources, I think, to attack that it's not gonna happen.

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So I think that the the the first thing animation is a is a stop app to it, but I think we also underestimate the families.

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Most of the families go to Charter school, you know. We've heard that from the the Jacob Reese community director says the folks that come to his at the school his population is try to school, families because they choose to go someplace locally and then neighborhood that they consider quality schools.

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So I just wanted to, you know, to express that, I think, for now, as you look as you look at all the data and look at the selections that for these families in these homes and given opportunities for them to have choice over where they go is important and I think it's been expressed as part of

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The work, deliberations, and you know, expressed by some of the families because they didn't realize what they were up against or why their kids went to other neighborhoods, and I think it's it's about communication, and about being clear about what the objective is so everyone understands how we can

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Make this an equitable situation. While we looked at. I think there still has to be an absolute way to dismantle what how that happens?

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You know, and come up with a fair thing absent building a school right which we know there's no location for it, but I just wanted to make that comment that we still have to realize that everybody's talking about schools being built in their neighborhoods but this community has never had a school in its

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neighborhood. It's never had one, and there's an opportunity to find a way to give some choice of families, so they can put their their their children in schools that they feel comfortable.

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There might be seats for everybody. Is there anything else I wanted to say? I think that's it. Okay.

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Can you hear me right, my clear

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Okay.

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So I just have a couple of things to add first of all, I think that as as Esther said, we have a number of years before this court square building comes, online and I think that we have there we absolutely should do.

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Something to address the issues that we have been talking about over the past.

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Year and a half, because just waiting for 4 or 5 years, or whenever that school comes online we're stuck with potentially capacity issues, but not if not capacity issues.

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Then the equity issues which were always which were, you know, for the past year a very important part of this project, and I wanna that's the second point that you know.

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I know some of some of us on this council. We're not big fans of the working group.

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The cool the process that we, and just a planning took to investigate what we should do with this project.

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But the goals of that project we're clear from the beginning.

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They were they were twofold, they were to address capacity issues, and they were to deal with long-standing issues with equity in the long Run City area and some of us on the council are speaking as if that second goal weren't we're an important part of this project and hadn't

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Always been a part of the project, you know. I know you know that's necessary.

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Believe that it should be, but it is, and I I guess I wanna say, you know I think we really heard a message that we need to come up with a plan.

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That is more equitable for this neighborhood, and I think as as as Michelle said, a kind of stop gap for a number of years that gives families North of Queens Bridge choices is the right, way to go, and I just wanna say we can't speak as if these populations

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Are all the same, you know, I think giving them choice is absolutely the right thing to do.

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Given our current situation. But I don't hear, and I haven't heard families in Hunter's Point asking for choice in the same way they want to go to their local school. I think we've heard that on this council many times

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And they're real reasons for that. The population in Queens Bridge population and ravens would have 4 decades been marginalized by our education system and by the larger society at whole.

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They have never felt like they had really good options for schools, and so doing.

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This is, it's not as if oh, we give the same choice to everybody, and then that's fair.

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That's not equity. Equity is looking at those who need the vote and giving it to that.

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And I think that we really need to to do that in this case.

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Unfortunately, I think you know really, the full plan is, gonna have to wait until we have more buildings.

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We have Court Square. I'm sure there will be a reason, but I think we have to give those families includes bridge choices here in the name of of equity.

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On Jonathan

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Yep.

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Good. You can go ahead

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Thanks. Okay. Just some responses. Just so we're clear.

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There are about 25 or 28 addresses that are zoned outside of 11176 of those families who are zoned out less than 5 kindergarten families.

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I believe, actually attend those schools so tying that in with sort of what Jonathan's saying, we're talking like we're we're speaking now like there is no choice right, when really the only choice.

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That is not available to any family and district. 30, including in Queensbridge, is Ps.

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78 slash, 384 any, and we know this because the families in Queens Bridge aren't asking us to give them something or take away their agency.

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They've actually advocated pretty well for themselves. Given that they have chosen not to go to the zone.

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The schools that they are zone to outside of 1 11 and 76, most of them like Marcella figured out.

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I I'm zoned to Ps 70. I'm going to admit, for my child, and I want him to go to Ps.

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76, so I that's what happened. Any any family who did not want to go to any of those schools has has not?

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And the 5 who are we? We don't know whether they knew or not, or or chose to go on their own, but there is always room at 111 and 76, so those neighborhood schools continue to be an option for them as due and this is this is not a historical.

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Thing because we used to be too crowded. But for the past 7 years or so we've had room in any one of our schools.

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So when we say we want to give choice to families. Families have a choice of 20, some odd schools to go to now.

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They might not be aware of that choice and that's a whole.

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Other conversation, and a whole other thing, but in terms of you know, saying, We want to give choice.

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There is choice that no one is being marginalized or or forced into one school.

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The only the own. There's only one school that folks from Queensbridge folks from a story of folks from Corona cannot go to, and that is the school that is too crowded for anyone else to go to that's it every other school is open.

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I just really don't like speaking about the Queens Bridge community as as if they don't have agency, and that we need to give them because they they can't advocate for themselves.

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I just don't like that language to Esther's point about about, and Jonathan's about this being 4 years out.

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One of the things that Odp had said is that we don't like to change enrollment patterns every couple of years.

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So doing something now that affects that's not zoning I understand that we're not talking about zoning.

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However, if the seats get taken away from the the Bonnet City community, and and those families are now forced to find other places to go, if that's the the direction we go in and then 3 years down, the line, we're looking at a whole other flight, pattern or Zoning or whatever that's not

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Ideal. It's just not. I'm not suggesting that we don't do anything now, absolutely I think we should do something now.

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I think we should just take into account all the data we have by counting the Court Square school into our configuration.

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It actually helps the dia possibility so I just. I want to be clear in saying that if we don't count the Court Square school we're looking at fewer seats and we're going to the community and saying, okay, so 30% of you are going to have to find a school outside whereas if

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We're looking at a larger number of seats. We might have a better sell at at looking at at Dia.

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Plan for both the Court Square School and 3 84.

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So I I just think we have to. We if we're taking into account the class size which is 4 years away, we can't.

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It doesn't make any sense to decide. Well, we're not going to take into account 600 seats that are coming in 4 years.

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That doesn't make any sense to me. So yeah, the working group I don't want to get into the working group, and it's the issues that some of us may have with it.

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But I I don't. I'm not comfortable suggesting that the working group is our is the community.

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We haven't heard from our community because we never went and had meetings at our schools.

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We had, however, many responses from a survey which were very mixed, and and you certain outcomes from that survey were discounted, and then we had something like 40 interviews that were self selected by the working group committee member so there are flaws.

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With the work we I I agree with the the impetus for all of that, but we have not heard from from our actual school communities in particular, the 3 K's.

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And the nursery schools, and in both areas and so we didn't hear anything from those communities.

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So lastly, to which circles back to Riva's point. About what we're going to do?

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Going forward, I don't want to come up with something that we that we all talk about.

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And now we have agreed upon something that will then get shopped to schools in December we haven't heard from each school community at a Pta meeting in any large numbers.

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So I think, before we form an opinion. We have to go to these schools, and hear from those parents, and then we form an opinion, and then we come up with a recommendation.

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And it's true, dear, we can absolutely decide on the Dia initiative with or without our say so.

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But as is been past practice, the DOE tends to go with what the community slash.

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Cec. Has recommend slash superintendent recommends, so I I I think I think, as far as next steps it should be the community meetings here from those communities.

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I thought I was Kelly

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So they're going to be even more children. So next year it's going to be even harder to get a seat at 73, 4, but I just I think we just have a really clearance on the schools

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Thanks, Michelle my first bit would be discussing, like to apply to the comments about the working group, so I I think the narrative of the working group members was different than the narrative of the results of the surveys because if you look at the results of the surveys that came back the

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number one thing was an equity that came back to number.

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One thing was, and please correct me if I'm wrong.

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It was quality. Teachers. Am I wrong? Was it? I believe it was quality teachers.

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Number 2 was proximity access to your local schools.

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I don't remember what 3 and 4 was, but I equity was either 3 or 4, but the results of the working group or of the survey we're different than what the narrative of the working group recommendation led with they didn't lead.

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With well, the results are coming back is that people actually want quality teachers and access to Po to to local schools?

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I do love Michelle calling at home school. I'm gonna I think I'm gonna change my I actually I love that.

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I'm gonna I think I'm gonna stop calling community schools I'm gonna start calling them home schools.

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But you know I I definitely think my objection with the working group was not the the ability to have conversations or put out a survey.

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My objection was some of the people that were on the quot unquote working group, particularly that some of them have since 2 of them have filed for the city Council Race and it became a bit political for me and you, know I I don't like people using community conversations as Catalysts for their own political

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Agendas, and to be able to have things to tweet about and to to get a bline.

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And this is something that I advocated, for I care about the actual parents themselves.

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That's the voice that I care about. I care about the people that are in the 1 11, area, the 76 area, the 78 area and the 384 area I care about.

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The parents that have children currently in that school. I care about the parents that have younger children that will have to be zone for school.

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I I want to hear what they have to say but in order to have that, we need to have a conversation into town halls with the 4 school people, and I think it's normal for a parent to want to have access to say I want to have quality teachers which we saw was the number one result from

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Survey, and I think that our schools do have I?

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I. Quality Principles and Quality Teachers, and I think we're lucky that we're in a district that has access to that.

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It's not that one school has more of a resource to better teachers than another, or one has more resources to have a better principle.

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They're all great schools, I just don't think it's outrageous for somebody to want to have access to their home school team shell and using that now to have access to their home, school especially when we're talking about 4 or 5 year olds I also think that we haven't

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Had these conversations as stuff as that we we, we really have to make that a priority to have these conversations moving forward and but maybe you can answer a question for me how many students kindergarten students from last year.

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We're bust from Queens Bridge. Do we know that

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And Riba has our hands up next to go. But can I add something to that?

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Please tell it cause like there's been a long I talked to Marcella about this.

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We were talking about the number of kids that just to get on the bus, you know, before actually for pandemic right before the the the surge, right before we had to come in and the kids now and the kids that we used to see used to be numerous right the whole bus down and now I know we

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Had to conversation at that meeting about how you know things happen. Kids move away things also.

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So I'm confused when we talk about, you know.

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Deb had mentioned about the zone addresses, and that they were very few.

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I always there was always my impression that the the zone addresses that that we have liked right in the data set that we have are those kids that are currently zoned.

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But that's not the universe of the kids that are zones to these schools in the district.

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Or am I correct or incorrect? Because this seems to be a different perception, unless form of families had a lot of kids in those households, and now they don't.

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I'm I was really very confused by it, like the numbers, because I know it doesn't bring a number before. Yeah.

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Yeah, it's not and it is. And you know, I think one thing that all 11 of us on this council agree on absolutely.

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Is that residents that live in Queens Bridge with children, and maybe it is.

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It's a communication issue that they don't know that you can go to 1 11 if you want to go to 1 11 you can go to 76 and some of them that are zoned to different schools based on what block they live on you know they they should be able to have

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Access to, they should have a choice that, hey? I don't want my kids to get bus to Sunny Side for school or to Woodside for school, I would like to watch my child to school every day. I would like. To.

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Be able to pick up my child from school every day and be able to do that without having to take subways and buses to do that.

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I think we all agree on that. I think that you know there is this some law that allegedly from the seventies, that no one can quite find of the reason why this happened I think we all agree that that's ridiculous and that should change and we're all advocating for that

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So absolutely. I think the people shove access to the community schools.

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But I am curious to Re. Would you know how many from this past year, how many kindergarten students from not charting school, but like the do we kindergarten students for Bust out of that neighborhood

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I don't have transportation data in front of me.

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I do have the zoning data which Deb just dropped in the chat for you all.

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Again about how many students from each building are zoned to each school, and to kind of couple of your question with Michigan's question. There are certain buildings in Queens Bridge that or I guess there are less bills including virgin Zone to certain schools so there's a

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You know the vast, I would say about half of the buildings are zone to 1 11, and there's only one building or 2 buildings that are zoned to 70.

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And then we look at Kergarten data. So what I think the question is about like, Why is that number so small?

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Is that over the last couple of years there were about 5 kindergarten students in the one building that is, zoned to Ps.

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70 from Queensbridge zoned, and I'm sure, Michelle, to your point.

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Year over year. The number of families, and the number of kindergarteners fluctuates, but it is definitely like a smaller percentage of the houses that are zoned to some of the farther away schools the the majority are zone to 1 11 and 76 and we did print

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Out I'll show I don't think folks here have alright.

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Can I share my screen gale, please. We showed a map a color, coded map of that list that we've shared about the zone by address when we were in the Queen's Bridge Houses the other night.

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That might be helpful to Orient. What I'm saying about the

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The smaller amount of of buildings that residents that are zoned to certain schools compared to others.

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So this light blue is the one building, or that might be 3 buildings, but the one unit that is zoned to Ps.

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70, and then in there. There's you know, very few kindergarten students, at least over the last couple of years.

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So is it? Is it fair to say that it's under 20?

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Kindergarten students that are busted out? Or is that not fair to say I I don't. I I don't

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Yeah, the numbers sure. Yeah, for the data that I have in front of me, which is the last 3 years.

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And what Deb put in the chat that? Ps 70, specifically, because that's the the smallest one had 5 students each year over the last 3 years, zoned to Ps.

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70, from Queensbridge.

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So, but essentially what we were looking at when we looked at the projections for Ti.

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2 for 3D 4. It was vastly more than 20 students that you that were talking about busing.

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So it's worth increasing even more numbers that so it's sort of.

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I I don't understand what we're advocating for then, because we're saying like they want to have access to also their home school sean's looking with that they want to have access to their home school which is understandable and we all agree that they should, but then now we're saying

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We're gonna take even more children, and we're gonna bus them out still.

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And then for taking. We're gonna now have hunters point area now on a list of over a 100 students that won't be able to get into a local school.

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So

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So I think one thing that I I wanna I guess, clarify.

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And then why I raised my hand. I'll say it out loud, so that folks can start to think about it is I know there's some chat about going to the schools.

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I'm really hearing from the community is, and I would be interested to hear from this group like what folks think we should be presenting, and what we should be.

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Sharing as part of that conversation like what what is the thing that we want people to opine on.

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But I think one thing that I said when we were in Queensbridge last week, that I think was like very clarifying for people, and and might be helpful in this: conversation.

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Is that for elementary school admissions and middle school admissions, the first priority bucket is always zone.

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So if you are a zone student, you get an entitlement to your zone school, unless in a very rare instance, which is what the DOE is always trying to rectify with rezonings your your zone is too, crowded and then there's a zone wait list or like a capping and

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Flowing situation, but generally if you are a zone kindergarten student, you get first priority first access to your school, then there are priority buckets, so at a lot of schools it's the first bucket is the zone and then the second bucket.

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Is the rest of the district. So to what Deb was saying is for the schools that don't fill with zone students any other student in district 30 can go there once every zone student who has applied gets a seat di di di diversity admissions.

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Is another priority. Bucket that we're talking about.

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That goes after zoning so any school that is zoned would always have the zone co-first, and then Di a second because zone is always number one and why we've been talking about making smaller zones if we were to do di, if we were to take that into account is because we would

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Need to not fill, all, the seats with zone students in order to have space for dis diversity and emissions, and why, we are talking about that, Kelly and I said earlier about 3 84 being crowded and that capacity which is true, it does the kindergarten seats fill and

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They have 4 full sections of kindergarten technically, even though it has served as an overflow site for 81 84 is a non zone.

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School so we could add a priority bucket there differently than so right now we could not add a di priority.

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At 78. There was a question about this in the Q.

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A. Because it fills with zone students so that we'd never get to that second bucket, whereas at schools that are non zoned like hunters.

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Point middle school and 3 84. There is a way to like prioritize a certain number of seats on all the seats, but a small percentage of seats to a certain group, and then go through you know the admissions, buckets, which at 3 84 is also student zone to 78

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Or are still part of that dynamic. So I just wanna make sure that's really clear.

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That, like zone, is number one. So for Queens Bridge, that building that is zoned to Ps.

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70, if any of those students go to Ps 70, they're entitled to a seat there, and if they want to go to ps 1 11 or Ps.

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76, because it's closer to home. They do have that option.

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Currently but Deb said earlier, that wasn't always true, because schools were over much more overcrowded in certain areas of district 30 and people a lot of folks might not know that and understand that like

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Zone is not you're not mandated to go to your zone school, but it's where you're entitled to a seat.

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So I feel like that definition is, is important, and then I'll I'll ask one more time at the the close of my sentiment. That if we are talking next steps about meeting at schools what exactly we should be bringing to those folks

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That's

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I think Jonathan has his hand up. I don't know if that's an old hand, Jonathan

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Oh, that's a that's a new hand. Okay.

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I'm sorry.

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So I will comments on your question. Reva. But we'll see that I just wanted to reiterate something I've said many times.

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Of the course of this whole process, which is, that one. Thing that we know is that between 78 and 3 84, I believe that that zoom has the highest zone retention rate in our whole system meaning meeting you know out of all the kids that live in that zone the

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Highest percentage of them. Go to one of those schools out of any zone elementary school zone in our district.

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Okay. On the other hand, 1 11 as a very, very low, which means in part, that for whatever reason, and I don't want to speculate or put any.

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But they are voting with their phone they're making the choice not to go to their zoom.

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Many, many, many okay, and the same is true of 76.

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So to, unless you so I just wanna I just wanna save that.

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So when we talk about giving those kids choices, those families choices.

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They've already indicated many of them that they don't want to, and I think he should address that.

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In other ways as well. We should ask, What is it about those schools, or why are they not choose?

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And really as a as a district, examined another small point, which is that I wasn't there.

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At Queensbridge, but there are at least 3 schools, elementary schools, and Jackson Heights that are far over capacity that I cannot believe would be options for just anybody.

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Go to 2, 14, 2, 2, 2, and 2, 2, 8, I find it hard to believe that somebody from across the district, or even just out of the zone, could just go there and and sign up but maybe I'm wrong.

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I know they've all lost some, some enrollment over the years, and to rebuild question, I will say I'm not sure, and I'm thank you for asking the question.

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I think that you know one thing we've learned is, it is very, very hard to get a full and accurate and representative picture of what all families think not just in the whole area, but even within one school going to a Pta meeting is not necessarily going to give you a full picture you know we've been

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To many feature meetings, with more attendance or sl team meetings, but we've been to many Pta meetings with voters where we don't hear from a lot of, parents and those sort of while they were not perfect started to get at more than that I don't have an issue

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With going to these schools, going to the Ptas, having another survey, perhaps, but I think we have to be realistic.

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I I think it's very, very hard to get a really representative feeling or sentiment from from these communities, and I think that if we're gonna do it, we should do more yeah, so for I would submit that doing a diversity admissions program

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for 3 84. Is actually not that radical a move?

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And I would be comfortable in voting for that.

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Paul

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Individual meetings with the the Ptas in light of all of the work that we've done with.

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The working group with meetings, with principles with with Pts with slts over the past year.

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Thanks

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Okay, can we

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2 points: the first point: that I'll agree with Jonathan on I I I don't know if this would be where something something that Odp could do.

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I'm not quite sure what part of the do. We this fall under, but I'm curious as well if there's a way to find out why there.

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Isn't retention. Why, you know we sort of said they vote with their feets that people leave, and why that there's I.

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I would 100% advocate for whatever research needs to be to to hear those answers, because I'm you know I it's important to know it's important to know what for a family that if you move your child out of a school.

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Willingly why, and if there's a pattern of it, is it that people are moving?

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Is it that your child had a poor experience? Is it that you got an offer to a charter school?

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I would be. I think that's important information just for us to have in general, and I would ask Kate for that one thing that I I will adamantly say is, that if we vote in the attempt to vote on something without having a town Hall with these 4 schools.

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I'm absolutely against that. And our Slt. At 78, you know.

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Justly voted, including our teachers, that if Odp, which I have, I think Reba wants to, I think Reba has I'm very comfortable with Rebel leading this zoning conversation I'm a fan of rebas I think she's very fair and I think

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She's been transparent and open with. Yes, we want to talk to schools.

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Yes, we want to have conversations, and I think that's the right, attitude.

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And it's inclusive, and I think that that's what a parent or a principal or a pta that Slc.

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Wants to hear that right? We want to hear that you want to have a conversation.

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You, don't want to come in, and you're going to tell us what to do and how to feel, and that we have no chance to say anything back.

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People don't want to feel that way. This isn't a dictatorship.

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This is democracy. We want to have conversations about these things, but absolutely, if if Cuc decides to that, we're gonna vote on this without having conversations with the 4 schools, our school is going to host a rogue town hall and send you guys an invite and if you want to come and listen to the

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Conversation, and hear the feedback that you won't give us the chance to say it.

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But regardless. It's either going to go with doing it the proper way, where Odp Seat.

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You see, we can have these conversations with the 4 schools or it's going to go rogue, so I but but I promise you there will be a meeting at 78 where parents will have a chance to have a voice and I would Hope the 384 does and I would hope that

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76 does, and I would hope that 1 11 does as well.

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But yeah, absolutely. I think it's disaster to even have to say.

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Well, it's just a bulletin. Let's just do this without engaging the 4 schools.

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Absolutely not okay.

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Oh, before I call the next hand, Dale, I believe that there's we can release that in the interpreters at this point.

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Yes, you can.

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Okay. Great. Thank you. Thank you so much for your for your assistance.

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During this meeting we'll see you at the next one.

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Alright. Have a great day

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Then we circle, back get together here with all of this information, and go forward

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Thanks regarding the Jackson Height schools, to my knowledge, no.

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Jackson Height. Schools are capped so while they remain the more crowded schools, I don't believe they were capped in the last couple of years.

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Dr. Gabasto might know more but if, as long as they're not capped their space for students to attend, where's my notes?

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Okay, as far as next steps going to schools. What we should present. I think.

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My my opinion would be to present the what Odp presented to us at the last meeting that presentation, and we should be going to gauge and and collect reactions to that, because it's I mean if we're distinguishing all of this I don't think anyone's interested in

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Looking at actual zoning, I think we're deciding.

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What are the effects of dia? How much, what percentage of Dia should we be looking at?

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How does that affect families who is displaced? If anyone, all of that sort of stuff, but we need really reactions.

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I think in particular, a dia initiative.

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Really aside from giving choice to to whoever is in that bucket, it affects.

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If there were no effects it wouldn't matter. And again I'm not convinced that we can't make this a a a win-win or a net, 0 or whatever, the expression is if we're looking at if we include the the new school but that's numbers that's not

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My my strong suit. I think that we should say Okay, looking at the maps and stuff that that Odp presented.

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What is that? I know the questions are going to be what does that mean for my child?

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And if it means that 30% of students, and in so have to not or will be or potentially zoned out, or not zoned out.

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But will not be able to have a seat at their own school or at their neighborhood school home school.

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What are their reactions to that going to be? If I'm undertaking Riva correctly, theoretically, is what you're saying.

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We could theoretically have another bucket that includes like z 78 zone, for example, 3 84 is not a zone school, and there would be a di like sibling would be the first priority theoretically we could make a second priority.

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Zone to 78, the sort of the way it is now and then the third bucket could be dia, or vice versa.

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Oh, I just have one other thing to say, and then maybe you can answer that.

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Oh, to Jonathan's point of if we can't have a representative sentiment, because it's impossible.

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I'm not sure where we're what we're doing.

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Then we can only do our best and our best should be talking to as many families as we can.

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It certainly shouldn't be well, we throw up our hands.

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It's impossible to hear from everybody. So we'll just do what we feel like.

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It. I'm not in favor of that, you know.

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Parents can make the past 3 10 am zoning meetings.

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Therefore you know we're just gonna vote, anyway. No, I'm I'm not okay.

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With that, and as far as it not being a radical move to do to do Dia at 384.

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I think that it would seem pretty radical for the families who no longer have a seat in their neighborhood school.

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Just the way Kelly said the zoning in in Queens Bridge.

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We're all shocked as as as we heard at the meeting.

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We're shocked to hear that folks are zoned out away from their neighborhood school miles, so I don't know why it wouldn't be equally as shocking if folks in Long Island city now cannot go to their neighborhood school I I don't see what the difference is I

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Don't know how we married to the 2 things. So that is my comment.

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The next hand raised is Deborah Alexander

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Well before we look for you, response I'm so I want you to have the last call because we're coming to the end of you know a session.

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So I'm just gonna add on to Deb's comments just somewhat somewhat connected to her stuff.

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One thing you know, I I also think that we need to hear from more voices, even though I think I have an opinion about what you know.

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I think would be a equitable choice, but I think, hearing from voices are important, so you know, I I think it would support the school communities and getting out there and even if you identify someone in the chat is asked about you know pre K Uk.

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Whether or not there's a strategy to address those communities as well in terms of just information.

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You know, and you know, consider that whether that's an option also you know, for you to explore in terms of getting feedback, because I think we we missed that you know this this whole strategy while you work with

maybe a grand a scant scan steam and also looking on the additional schools is for

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Future communities, right and for we don't really have a handle now on what that looks like.

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I think one thing that's important that you led with is the explanation of the zone right?

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The 9 zone, the gia that was very clear to me.

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That was very clear and as a person. If I put aside all my biases right then, and things that I know it was very clear to understand how that operated.

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That's what communities are missing. That's what folks in Queens Bridge are missing, because they don't they didn't fall into that constant right.

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And that's the difference between loose holes, you know.

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Current Monday schools, and this old historical construct that we have.

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They don't benefit from that understanding because they were never treated to that, you know, to that description they were never treated to any type of description so clarifying this is how we're gonna operate now this is the way we work on it and for you.

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This is how we're going to try to achieve equity, for you know that is is a perfect job and explaining it to the rest of the community.

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Also is a really good get. Also, folks have to understand. It's just not the same doing is Dia.

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It's not the same as eliminating seats it's it's it's about creating equity.

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And I think your explanation of how this goes actually does that?

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Well, that's just my side comments and I'll let you have West call.

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Oh, sorry!

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I just want to jump in. Say, that is 145 and is 2 30 are the only 2.

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Jackson Heights, schools that are capped in their captain.

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The eighteenth.

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Talking? Am I? Niece went to 2 30. But just an exchange, and she lived in Brunswick.

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But anyway, so go ahead, Reva, and I don't put that on

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Right. That also makes a difference as this. I'll give you.

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I'll give you a minute. Okay, so we can let we look also.

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What was offered during the the presentation earlier? What kind of other tools are there, even if we have we know that there are 550 seats coming in 4 or 5 years what are we doing in the next 4 or 5 years

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Yeah, no, I I just wanted to. Hmm also reiterate what was reflected in the Q. A.

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Because we're pushing against time here. But basically all 3 questions comments in the Q.

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A are pointed towards the need to seek out the the community of people, the the pre-k or stick the the parents, or to be parents.

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Future parents of kids who will be actually most impacted by any you know by any either zoning or non zoning and other tools that can be applied.

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So yes, all in favor of reaching out communities of the the the 4 schools.

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But I so it's Amy Cardon in the Q. A.

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She's a Pta leader at 3 84.

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She also reiterates the need to to reach out, to Pre-k and 3 K.

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Families to find, you know, some kind of way to hear from them.

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We've we've all we've heard. We will. I mean also the working group has been reaching out to those folks, but I I guess that

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In addition to G. Going to the schools who are impacted in different ways from any zoning or non rezoning.

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Then future the Pre. K. And K. Families. I think it's very important to come up with a plan to to get information to to those people

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Yeah. Thank you for that that comment. And the Q. A. And we certainly can coordinate with the pre-k centers and other community leaders that do operate earlier childhood programs to have some sort of of town hall I think one Michelle said my explanation.

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

Was clear, and I know Kelly gave me a compliment earlier.

01:18:00.000 --> 01:18:20.000

Too. Thank you. That reminded me that when we did meet last week with Queens Bridge, even just, or the folks that were present in that in the Queen's Church houses, meeting even just that explanation seemed very clarifying and important so I do think like town Hall conversations and this was a big in

01:18:20.000 --> 01:18:36.000

My mind when of the whether it's the working group or the engagement we've done over the last couple of years, where there is just more awareness of what we're talking about, and what a a zone is and you know that kind of like literacy that we can't just assume that

01:18:36.000 --> 01:18:42.000

People have about how the system works, and I feel really strongly that that's like for me, at least a priority.

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Whether I know we have decisions to get to, but that, having these conversations and people becoming more fluent with the the language and the current dynamics also feels really important.

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So I think one thing, Deb, I heard you say like bringing the presentation.

01:18:55.000 --> 01:19:09.000

We did last time out to the school community. Is that presentation is about 3 different rezoning options and dia.

01:19:09.000 --> 01:19:13.000

So without rezoning as a as another option.

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And I'm I

01:19:17.000 --> 01:19:21.000

I think what I want to think about is, how do we be really clear about timeline for potential rezoning, and that's kind of a question.

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I think back to you on also to the community about whether we wait for a court, square or not, and to do a formal rezoning is kind of like question.

01:19:35.000 --> 01:19:57.000

One, and then question 2 is about Dia. I think right now at 384, and then on a longer runway at the you know the other schools in hunters point in Southern lic and here what folks think about that and you're right that right now the way.

01:19:57.000 --> 01:20:08.000

It shakes out is. There are about 200 kindergarten zoned to 78 half of them go to 78, and half of them go to 3 84.

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Should we do a di a priority for 20% of seats?

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Let's say as a as like a section at 3 84 a section's worth of families that are zoned to 78 would not get a seat and you know that continues to change Kelly mentioned, like as Gnt programs open up and as people choose other options like

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It's not 200 to 200 exactly, but that is, that would be part of the impact.

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And my question to read back

01:20:37.000 --> 01:20:44.000

So I think

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No

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We. But does that take into account class size or no? That's in current class sizes.

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That's in current class houses, it would be less.

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So that would be okay. So that would be more more

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Yeah, more family is without a seat. Less families

01:20:58.000 --> 01:21:05.000

Last families with with access, and I think honestly, the the class size, implementation.

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The DOE is working out this 5 year roll, or I guess now for your rollout to comply, and we do need to be taking that into consideration.

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So there are a lot of variables, and I think

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Where I'm landing, and I I wanna just get some sort of like confirmation.

01:21:25.000 --> 01:21:40.000

Is having school-based and or community based meetings to tell people like the current state of affairs, right to really clear about like new capacity.

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The current Queens Bridge, zoning like the things that there's a lot of questions about.

01:21:44.000 --> 01:21:49.000

What a zone! What is own even is, and then, you know kind of part B.

01:21:49.000 --> 01:21:55.000

Being like. Here is one mechanism.

01:21:55.000 --> 01:22:01.000

To potentially like meet the priorities that have been outlined thus far by the community, and here are the impacts of it.

01:22:01.000 --> 01:22:15.000

And what do people you know things and feel, and then also to be really clear about like a potential rezoning timeline, so that people that are applying for kindergarten and that are the pre. K.

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And 3 K. Families know

01:22:18.000 --> 01:22:24.000

What if any changes would impact them and and how so?

01:22:24.000 --> 01:22:27.000

That feels like what's next for me, and I'm seeing some nods.

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But I I wanna make sure that makes sense. And then I think, like more probably the Cec. The superintendent.

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All of us continuing to partner on like general admissions, awareness, and people known not like there is access to schools that are potentially not your zone school.

01:22:47.000 --> 01:23:05.000

Should there be capacity at those schools? Because the more data we have right. And this is kind of where we landed on the new middle school to see like how it shakes out like the more data we have the better we can do a rezoning not takes all of that into account

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So that's

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We have a can we get a flyer that we can?

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That's specifically targeted towards the preschool communities like attention, preschool families, or 3 or 3, I think, preschool covers.

01:23:18.000 --> 01:23:35.000

2 3 is, you know, Pre. K. Preschool families. This meeting is happening I mean, maybe we can make one I don't want to assign a new one work but if we have one that's that's Geared specifically towards those families that we can paper the the preschools with I

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Think that would be good

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Yeah. And I know for the new middle school we were able when we did that survey we were able to get email addresses from folks that have my schools, accounts.

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We can try that again. I know that doesn't capture everyone that's early childhood, but that can be a an avenue, and you know huge shout out.

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I know he's not here, but the executive director of Jacob Reese, was so welcoming to us and I know he has list serves, and their community, center like other community centers, have been really great partners and we can think about beyond like the DOE platforms what ways we could do

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Outreach.

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Is it possible to also invite future and young parents in a community to Pta meetings in the existing schools

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I'm not gonna answer.

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I can't think for 78 I'd be open to.

01:24:39.000 --> 01:24:49.000

I mean not at a Pta meeting, because that's there's also like an agenda business that school related, but certainly like talking about community town halls.

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I mean I I'm happy for 78 to host one.

01:24:53.000 --> 01:25:15.000

I'm happy for us to use the auditorium just to like, do the permit for the the security to to stay after I'm happy for for any and all, voices and Ester That's a great idea and you know I anything I can do to help.

01:25:15.000 --> 01:25:24.000

Y'all back to raise your hands. Now, okay, John, I saw Jonathan first, and then because I'm not looking at the list, and then

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Oh, oh, I just wanted to say that. Talk to the Pta President.

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Good day. Yeah.

01:25:45.000 --> 01:25:56.000

I was just gonna sort of suggest. I know that pta agendas are are are full, Kelly, but you know the more meetings we ask people to go the fewer people we get.

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I would suggest putting this on the agenda of existing Pta meetings.

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With that side and finding locations. I'm happy to do

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You're gonna get more people. It's you know they're coming. Anyway.

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You get more people at your Pta meeting, too. My suggestion would be to to have it at the Actual Pta meetings just for for

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We can do it on the same night and do the agenda and then close it.

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But I mean random people can't raise their hand to like vote on the minutes.

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You're sure

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It has to be done there are certain procedures for the Bylaws that you have to make sure that you're in accordance with where they have to be a parent or a guardian of a of a member but you could certainly do your regular agenda and your regular business and then, conclude

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The meeting, and then move on to an open general conversation, and again: I am so happy to hear.

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We've I think that you have the right idea.

01:26:27.000 --> 01:26:28.000

I think you're coming into this with the you know you want to hear from people.

01:26:28.000 --> 01:26:58.000

And again I anyway, I can support you to help with that you know please you.

01:27:05.000 --> 01:27:06.000

Hmm.

01:27:06.000 --> 01:27:07.000

You have my number and my my my email. I've always happy to support you, and I have faith that you'll be able to have I know we the joke last year was we use the word robust I think every pt or every Cec.

01:27:07.000 --> 01:27:16.000

Well, we do have the middle school choice. Do understand. If you look at our middle schools, there's a lot of movement in our middle school because we do have that middle school choice piece

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Oh!

01:27:17.000 --> 01:27:18.000

And I just want to throw in there. Of course I will help, and we'll make sure our principles if that's what everybody wants.

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Will these Pta meetings, and which will community be engaged

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And I just wanted to, because I think

01:27:30.000 --> 01:27:46.000
Yeah, it was a thing by Jonathan about you know some of what tennis at some schools at Pta meetings, and I had a conversation with Marcella about like for, like with the the Jacob Reese which is a great community partner in terms of getting all this other stuff about strategies for getting folks

01:27:46.000 --> 01:27:50.000
In and she has a whole host of ideas that we'll get people in the door.

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So vice be well to, you know, to have a conversation with her about what we can do to to get folks that you know.

01:27:57.000 --> 01:27:58.000
You know not in the schools yet interested in coming, you know.

01:27:58.000 --> 01:28:09.000
Come into the meetings. The other thing was rage earlier and was raised at the Queensbridge meeting, and I think Deb spoke to it a little bit briefly.

01:28:09.000 --> 01:28:17.000
Or was it Kelly? I'm sorry I confused the 2 from misrepresent risk representing you was about, I think, was kind of talking about.

01:28:17.000 --> 01:28:23.000
Why the neighborhood schools, you know around voice right and avoided.

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As Johnson says, that the community walks away, and this actually a challenge for Dr.

01:28:28.000 --> 01:28:37.000
Composto about, you know we had talked a little bit about, you know, schools advertising with the benefits are, and the bad rep that some schools have in neighborhoods.

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I mean all of this has to marry with each other, you know.

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So folks know that they're not being zone to a school.

01:28:44.000 --> 01:28:45.000
That's you know, failing, you know, and we know schools improving, and you know about how do we get that message out?

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Couple with this whole thing about elementary school capacity in the district, and if there are issues there what's the strategy to correct them?

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So people feel confident that they can select that school or go to that school, and don't feel that they're being disadvantaged out of there.

01:29:06.000 --> 01:29:11.000

I think they're for industry 30. There's some different and impressions and you know we need to figure out a way to get around them or to get the schools to correct them.

01:29:11.000 --> 01:29:34.000

So that's just my outside comment in terms of that. I'm doing all this outreach about going to schools and doing all this stuff. We need to show that the schools that folks are selecting are equitable right that each one has its own merits and folks can feel confident so what you know

01:29:34.000 --> 01:29:35.000

And that's that's my last comment. I don't see any more handways.

01:29:35.000 --> 01:29:46.000

If there's any more new comments. Someone raised a question about the presentation.

01:29:46.000 --> 01:29:50.000

So the presentation Reba, that you had for coins for it to know the other stuff is that up on our up on the the Cec.

01:29:50.000 --> 01:29:57.000

Sites. But can we also post the stuff that you had for point?

01:29:57.000 --> 01:30:05.000

You can maybe package that for us that we could actually post that so parents can have you have have it available to them.

01:30:05.000 --> 01:30:11.000

Yeah, and I think I know Gail posts everything on the website.

01:30:11.000 --> 01:30:25.000

Also on the district planning page of the DOE website all of the presentations we've done over the last couple of years, and Thepril final report, which is, I think, also on the Cec website but That's.

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All there as well, and I'll drop the link in the chat for folks to have to.

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But yes, I can.

01:30:40.000 --> 01:30:41.000

Alright.

01:30:41.000 --> 01:30:42.000

Keep sharing with with Gail and everyone for posting and sharing

01:30:42.000 --> 01:30:56.000

So I just want to jump in, you know we could also consider, maybe, having an open house for these 4 schools that you want to rezone one day one week, whatever and inviting parents from all over to come and look and get in the schools I think that's very best way to do this let parents go into

01:30:56.000 --> 01:31:05.000

The school to see the kids talk to the principals at staff.

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We have, a

01:31:06.000 --> 01:31:07.000

Michelle. The hand raised

01:31:07.000 --> 01:31:09.000

There is. Oh, thank you! Who's got the hand raised out there.

01:31:09.000 --> 01:31:14.000

I'm coming. I'm coming

01:31:14.000 --> 01:31:15.000

My screen. Don't wanna put okay. Let's take this.

01:31:15.000 --> 01:31:26.000

Y here all Marina gans. Okay, let's she has a comment, please.

01:31:26.000 --> 01:31:28.000

You've been

01:31:28.000 --> 01:31:30.000

Unmuted. I think

01:31:30.000 --> 01:31:42.000

Yes, I think so. Yep, I just want to say this is this is it's very heartening to see this conversation happening here with Reba being so open about wanting to communicate with with the public.

01:31:42.000 --> 01:31:47.000

With us parents. I mean it is a change in tunnel.

01:31:47.000 --> 01:31:52.000

I have to say that because I don't think the working group really reached out as much as it should have.

01:31:52.000 --> 01:32:00.000

But besides that one question I did have. I didn't see the presentation at the beginning, so it may be repeat.

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But could you please include the impact oh, really, of an elementary of the elementary schools on the ps 78, middle school, because they are intimately tied together.

01:32:11.000 --> 01:32:15.000

I know that some people believe they're not, but they are.

01:32:15.000 --> 01:32:41.000

I'm just going through the middle school application process, and the priority is continuing 78 school school students, followed by elementary zoned students. Right?

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Interesting.

01:32:42.000 --> 01:32:52.000

So, if you change the elementary zone, you are effectively zoning out for the middle school a large number of kids and Honduras Point community middle school is with 50% or whatever reserved for the di initiative as well as the other percent reserve I mean with lottery many kids don't

01:32:52.000 --> 01:32:57.000

Even make it into the lottery if they are outside of the dia and I'm just speaking from experience.

01:32:57.000 --> 01:33:00.000

So it's in my backyard. I don't stand a chance.

01:33:00.000 --> 01:33:14.000

My kid doesn't stand a chance. So just something that should be taken into account, and I hope made clear to parents when they when we're talking about elementary rezoning, it also impacts the middle school rezoning so up thank you again.

01:33:14.000 --> 01:33:21.000

For this bush to move forward and into robustly into the community.

01:33:21.000 --> 01:33:25.000

Thanks

01:33:25.000 --> 01:33:30.000

Let me see, I don't see does, and I'm sorry if I ignore you.

01:33:30.000 --> 01:33:48.000

But it is anyone any participants, any attendees that would might ask question. Please raise your hand

01:33:48.000 --> 01:33:50.000

Going once

01:33:50.000 --> 01:33:51.000

So twice. Okay, thank you. I thank you all for coming any slight small last remarks from council members before I calls out this meeting

01:33:51.000 --> 01:34:07.000

If you're interested, let me know we can do that

01:34:07.000 --> 01:34:08.000

I'd see Marcel is laughing at me.

01:34:08.000 --> 01:34:09.000

Meeting we use the robust at least 10 times so for a robust engagement

01:34:09.000 --> 01:34:10.000

But that's okay.

01:34:10.000 --> 01:34:11.000

I think that Michelle and I are always really good at monitoring the conversations.

01:34:11.000 --> 01:34:17.000

I think you guys are good moderators. It's not really helpful

01:34:17.000 --> 01:34:18.000

So at the I. Good Reba

01:34:18.000 --> 01:34:23.000

Where you can get them

01:34:23.000 --> 01:34:31.000

I just wanna be, I guess, like realistic about expectations and timeline, since we're, you know, coming up on the holidays and all the things.

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So I I know I am. I am here with the Queens folks with CC.

01:34:32.000 --> 01:34:42.000

30, and I have a a team of folks as y'all have met a few of them, so I'm gonna share back what we talked about, and the feedback and kind of come up with them too.

01:34:42.000 --> 01:34:56.000

On, what materials we would want to put together for these types of town halls and community conversations and I know there's upcoming Sl.

01:34:56.000 --> 01:35:09.000

T dates, and I need to definitely. I've you know, been in touch with the principals a few months ago, but not recently in terms of Sl engagement.

01:35:09.000 --> 01:35:28.000

So there's some next steps that I certainly need to do, and I just need like a a week or 2, so I will, as I get clearer on the timelines, and maybe what dates we should be targeting for like a a town hall, or an early childhood, thing or you

01:35:28.000 --> 01:35:30.000

Know all that that jazz that we just talked about.

01:35:30.000 --> 01:35:38.000

I will certainly be on on email with you all. But you might not hear from me for a few days as I go off for Thanksgiving

01:35:38.000 --> 01:35:44.000

You know, and I'll just offer that. You know we're very demanding.

01:35:44.000 --> 01:35:52.000

But we understand. You know you have a job, and you have things in tasks that you have to, and we know that you work on this diligently.

01:35:52.000 --> 01:36:07.000

And what? How? Up your schedule allows it. We know where, at the top of your schedule and you know we appreciate any of any any we appreciate any favor led you for us, but we know that things work up and we're coming up on holidays okay, to be honest after today.

01:36:07.000 --> 01:36:11.000

Nobody's gonna hear from me. For about 2 weeks, and then then we'll talk.

01:36:11.000 --> 01:36:12.000

And then when Christmas comes, you're not gonna hit for me for another 2 weeks.

01:36:12.000 --> 01:36:32.000

So, you know we just know that things happen. But we appreciate your effort, and we know that you are very communicative, and you do let us know so even if that 2 couple of days gets longer, we're not gonna hold this against you I'm not going to I will speak to everybody else but okay.

01:36:32.000 --> 01:36:43.000

And thank you very much. Reba, and thank you.

01:36:43.000 --> 01:36:44.000

Thank you. All.

01:36:44.000 --> 01:36:45.000

Team also, and thank you, Dr. Compasel, because I know you're in the background working as well alrighty with that said last comments.

01:36:45.000 --> 01:36:49.000

Yes, somebody same thing, Marissa. Did someone mention my name?

01:36:49.000 --> 01:36:50.000

I just said, Thank you. That's what you heard

01:36:50.000 --> 01:36:52.000

I can't see. Oh, okay, alrighty! Well, thank you all.

01:36:52.000 --> 01:36:56.000

Thank everybody for attending today's meeting. We know it's hard for some folks in the morning, but I appreciate you being here providing a comment.

01:36:56.000 --> 01:37:03.000

Of feedback, as always, you can still provide comment to the Cec.

01:37:03.000 --> 01:37:10.000

At Cec. 30 at in my school, that Nyc.

01:37:10.000 --> 01:37:13.000

That up did I said that right this time. No. Then said No, I just say right.

01:37:13.000 --> 01:37:20.000

Okay. Let me get my sheet. You can provide the feedback at.

01:37:20.000 --> 01:37:28.000

Cec. 30 at school. Dot Nyc. That go almost that I got left out one that okay, all of you.

01:37:28.000 --> 01:37:43.000

Please, have, a blissful and happy Thanksgiving. Okay, and we'll we'll keep in touch, and we'll see you the next round all right for meeting planning. And whatever else we need to do

01:37:43.000 --> 01:37:44.000

That's cool

01:37:44.000 --> 01:37:48.000

Bye, everyone thank you. Have a safe time. Screen, bye.

01:37:48.000 --> 01:37:49.000

Bye.

01:37:49.000 --> 01:37:52.000

Everyone see you tonight.