

WEBVTT

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This meeting was called by the Zoning Committee, and will be moderated by myself.

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Esther Ferhola and Co-chair Michel Moore.

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We have Spanish internships here, working on a separate line.

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Thank you for to to both of them for being here with us, and providing the important surface to our Spanish-speaking families, would ask all participants to please speak slowly, to allow the interpreters to keep up the interpreters will now

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announce instructions in Spanish for attendees who may wish to dial into the Spanish line at this time, when there is par interpretation in a panel for our market.

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captioning available for those who would like to use it.

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You can hover over to your screen, and then you can click live.

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Transcript that bottom at the bottom of your screen and captioning will appear.

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

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I will now call a meeting to order. It is 6, 36 P.

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M. and I will do the the roll call for the committee members.

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Deborah Alexander So She's gonna be a little late Kelly Craig, present Jonathan Karimberg present Fatima look roughly.

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She'll be late later. Victoria Myelius she will be signing on momentarily.

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Michelle Moore present Marcella Santos process.

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We need to sun present, Esther for Holland. That would be me.

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We will be accepting comments and questions from the audience after each presentation. Comments will be limited to 2 min.

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If you're using interpretation, You will have 4 min, you will be given a 30 s warning before your time is up.

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We apologize in advance for any of the abruptness, but we would like to hear from as many speakers as possible before the meeting ends.

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We try to end it by 8 30 there will be a count on clock in the background of Jonathan Greenberg.

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When it speaking time is there. First we will take comments from participants who have joined via computer in the zoom room.

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

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We will call on those speakers in the order in which they raise their hands, and manually unmute your 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 do not raise your hand now. No comments will be taken until after the presentations.

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

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

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

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Please use the Q. and A. for technical problems. If you are not able to speak, you may put your question in the Q.

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And A. The jet feature has been turned off. the Q.

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And A. will be used for 2 purposes. First, if you have questions relating to the technology or protocols, then you can use the Q and A.

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For that, and we will respond as soon as we can. Second, during public speaking session.

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If you cannot speak, or would prefer to leave a written comment, you may do so in the Q.

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And A. During those sections of the agenda, we ask that you leave only one comment, and that you do not leave a comment in the Q.

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And A. If you have spoken or plan to speak, comments left in the Q.

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And A. will be read at the end. Additional comments or questions can always be addressed to the Ccc.

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For you email And the email address is Cec: 30 or schools.

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Dot Nyc go off. we have. We initially had a very full agenda.

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That agenda has become a little bit less full. So, first of all, I want to welcome all our guests.

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Thank you for being here. There are 2 agenda points.

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We will have updates on the lic zoning process. and here, from the center of public research and leadership at Columbia University or Cpr.

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We have list 2 Kyle, K. Dudley, and Julie Crampton.

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We have as a second agenda point We have the Sunnyside Middle School zoning discussion, and we will be helped by Doe's office of district planning with together with Zai Green Riba

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Lichtenstein, and I saw that Christina Chan was also there, and of course also thank you for being here. Dr.

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Compasso and administrative assistant, Gil Cohen.

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So the third agenda point unfortunately due to illness.

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Nya Burg, the in. She is the current executive director of New York apple seat.

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She had to cancel due to illness. So we will have 2 agenda items, and we will start off with the updates on the lic zoning process.

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So I will actually pass it on to either Kyle, Kate, or Lis, who will proceed with the the presentation.

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Hi! i'm Kyle kate dudley I can just say

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I just saw in the chat. also someone from Odps Analytics team.

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Sam Street will be. Oh, there's yeah so we start off with you guys, April and the second po the second agenda item will be odps.

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And not only Zai Green and rebel Licensile and yet Jessica, but also some street.

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Sorry, Sam, I didn't include you yet. but We will certainly hear from you later, and that's okay.

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Thank you. Thanks, Esther. good to see everyone I am Kyle.

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Kate Dudley. i'm from cpr the center for public research and leadership.

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I am going to share my screen, so just give me one moment.

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Oh, great everyone! See my slides here? Well, all right. so hello!

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Thank you so much for having us to the Zoning committee.

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My name is Kyle Keith dudley as I said, and I am an evolutionary learning associate at sequel.

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I'm joined tonight by our executive director, Dr.

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Elizabeth Chu and our deputy Director of Strategy and Operations.

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Julie Crampton, we're grateful for another opportunity to talk to all of you and speak before members of the Zoning Committee, and also to all the members of the community.

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That can join this evening or watch after so we have an update for you, and I can just give you a little bit of a roadmap about what's next.

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And missing missing the slide. There we go.

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So the the kind of 3 main objectives of this presentation from Cpr.

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About the Long Island City working group for D. 30 are we going to talk about our project goals.

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We're going to review our community engagement plan and and We're going to give a a bit of a community engagement.

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Update. So for those of you who know some of the things that's coming. it's pretty exciting what's happening.

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So I we're very, very happy to be here tonight. so just moving into the section of our project.

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Goals. We we do want to kind of reintroduce ourselves and the Center for public research and leadership.

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Is supporting the working group Sepril, as we like to call ourselves.

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Is a center at Columbia University. We are the vendor selected and hired by the office of district planning. In the Department of Education, also known as Ovp.

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We all have acronyms here. we are hired to facilitate a working group that will engage the community to generate recommendations to the Community Education Council and the Department of Education, about how the increased capacity and in

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and around the Long Island City area Might might be helped, and might also help address issues related to overcrowding and equity in Long Island City.

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The secret team is drawn from an array of professors, including business, education, law, and public policy professions.

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Excuse me, and professors. Many of them are also professors as well as others, and we work on this project alongside a number of graduate students.

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Some are in our our live audience this evening. So you know this.

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The Cpr. organization is here to support the working group.

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The working group is driving much of the community engagement process and and you'll hear a lot more about that tonight.

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So talking about the process steps the process. it has been a you know, since January, so it's been over several months, and this is just an overview of the steps that are occurring have occurred and are occurring in the

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Project as a reminder. Through this project we hope to engage community members about elementary school capacity issues in Long Island City.

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We think community engagement should be representative and inclusive as well as meaningful and authentic.

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To that end we start to develop and use methods that are thoughtful and responsive to communities as well as inclusive and informed by research.

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In order to create the working group we constructed a process and then we ran that process, and we're excited to be in the broad community engagement phase kind of that that third and fourth chevron.

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You see, we're excited to be part of that phase and in, in in real partnership with the working group at this point.

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So just a little bit of an overview of on how outreach strategy is is positioned in this working group.

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The working. The members of the working group will continue talking with members of the Long Island City community to get gather their opinions about and ideas for deaths in elementary school capacity.

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I see, continue, because it's already begun we are out there in the community.

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We're supporting the working group the working group is driving lots of great connections and conversations with the community.

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This is important, because the working group is the best way for all of us.

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You on the Cec. and us at sequel, to get access to particular perspective from all of the different people across the Long Island City community.

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To give suggestions and ideas to the department, of the working group will gather community ideas for view them as a group, and then use those ideas to create recommendations about how the do E may address capacity issues in the moment?

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So let's introduce the working group so here are the regular members of the working group.

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The working group does have both regular members and advisory members.

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These are the regular members, and we're we're very excited about them.

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They're all highly committed. They represent diverse communities living and working in Long Island City.

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They represent Queens Bridge, Long Island City. The neighborhood, which I understand is inside Long Island City.

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We got a recent question about that through our survey. Court Square, Gantry Park, Ravens Wood, Sunny Side Hunters Point.

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Dutch kills Astoria, and even more neighborhoods.

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Our working group members speak several languages and engage in giving back to the community, through parent groups, through park associations, nonprofits, service associations, public service jobs, and more.

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There are 2 invitations that were extended to people in the Queensbridge community who declined, and we are now working to fill those seats with 2 community members that represent the area.

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One is very close to being filled and we're we're waiting for some additional information, and nominations.

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So we are working to fill those seats and have even more representation of all the different communities in the Long Island City area.

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So moving on to Section 2. So this is an overview of the community engagement process.

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You might have seen some of this in previous meetings if you attended, but we like to overview it. just so.

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You know, kind of where where we are. So community engagement is defined here.

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The working groups work with the community is informed by this definition.

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It was developed from community conversations. It is a process that involves working collaboratively with people to advance goals and address issues affecting the members of the community.

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It should strengthen the voices of and well-being of community members, including those who do not regularly make decisions about the people in the working group, are committed to an equitable engagement through surveys through interviews canvas in the long island

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city area, and through providing translation and interpretation services in multiple languages, I'm used to having you know students.

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I want to be like, you know. Are there questions? Obviously you can put them in the Q. and A.

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You will also be time for questions at the end. So this is our community engagement cycle.

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This is an overview of the process that guides our work.

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In our April Fourth Working Group meeting we discussed actions that working group members were invited to contribute to and the working group engagement strategy, and we got authentic opinions of information from the community.

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So that is always informing this cycle. We think about community engagement as an opportunity for people to have a voice to say what their community looks like, what it should like.

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Look like and and get kind of more of a perspective on that community. We think about community.

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We think the community engagement should be representative. and inclusive as well as meaningful and authentic.

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You'll hear those words a lot people from the community need to share their knowledge and experiences and create a plan that's authentic to people living in the area and which includes ways to meaningfully share ideas meaningful we want to

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create opportunities to equip people with what they need to know in order to share questions or feedback or ideas.

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So this sentiment was definitely code. when we talk to the working group, and when we talked to stakeholders, so much of our information that goes out into the community allows people to ask additional questions, so that they can have really informed answers and

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opinion. Once we have a plan for community engagement which we now do.

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Our next phase is to listen and learn from community members.

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You can see it there on the circle, and make it possible for as many voices as possible to be heard.

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For by meeting people where they are in person or virtually, and having ways to communicate in languages other than English.

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And another thing that's coming up a lot is reminding people on the working group and elsewhere, that we want to hear the opinions of their neighbors, of the people that they talk to each day.

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I think we tend to think of a community engagement. process. like I have to talk to someone who seems very important, and people forget that the people that are very important are next to you every day.

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Okay, So let's go a little bit. deeper into the listen and learn portion of community engagement that the phase that we are in right now with the working group is the listen and learn phase of the of the community engagement when the

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working group was out to the community. The goal is to hear from the community their preferences and opinions in their own language, as opposed to making them about complicated people policies.

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So you know, it would be easy to say this is all the things that the doe does, and the whole entire city of New York.

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But before we could say anything like that we really do want to understand the problem and what people want, and like once the working group gains more information from the community.

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We will use both this information and other data provided by the office of district planning and at the doe.

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Then Sequeral and the working group will collaborate to match the together.

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The community ideas gather and other data with more technical options and solutions. So we're going out.

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We're getting all this information from the community. and I when I say we, the working group with a sequel supporting and then you will match it to these more technical solutions.

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Next we'll talk about how listening and learning and how it works to collect data.

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So this is an overview. it's a little bit more of a detailed look at the fit.

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This first phase of data collection are 2 phases of data collection in our community engagement.

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Both of the phases of word data collection are done by both the working group members and Cpr working group members did review our data collection tools, such as the Interview Protocol the community Survey and other tools in our

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breakout session at our working group meeting. Both of these data collection tools are available to the Cec. So for Cec.

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Zoning committee members. They are in your Google drive folder, and there is a survey which we can put in the chat as soon as as we get out of this share screen.

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I can put the survey link in the chat. working for members have also made their personal plan for community engagement.

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So they reviewed the data tools they thought about how to do surveys.

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They thought about how this the the interviews should go gave some feedback, and now they made their own plan for community engage.

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So this is a little bit more about the second round of community engagement.

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After the first round we will use what we hear from community members to develop plans for second round of data collection.

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This might mean different survey questions. It might mean having a narrower perspective or deeper questions. in our interviews, and in conjunction with the second round of data collection, we will use information from the department of education and other sources and we will

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assist the working group in developing recommendations. for the department of education, and also we're at our last section of our agenda in this presentation.

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So here's the update what has been going on so far with the working group.

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Just to give you a sense of the dates we've already had 2 working group meetings.

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We are currently in the listen and learn from the community face working group meeting Number 3 will occur on april the 20 fifth.

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I was gonna say February. That was a long time ago.

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And the working group member will be the working group Members will be supported by sequel throughout the time when they're working group is in data collection.

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We always want working group members to feel supported and feel that they have note takers and and just feel like they're going out into the community with all the resources possible.

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Sequel will be working on data analysis between April twentieth and 20 fourth in preparation for the April 20 fifth meeting.

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That data analysis will be the first round of data analysis on the first round of data collection. second, round of data collection and community engagement can occur after we receive feedback from that April 20 fifth meeting.

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And discuss what questions still need to be asked of the Long Island City community.

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So I talked a lot about this already, but just as an overview the 3 things that are happening right now, and some may be as we speak, our interviews, events, and surveys being filled out.

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We're very, very proud of the community engagement that the working group and sequel have done so far we're committed to meeting or exceeding the level of the engagement that we planned with the Department of education and the

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working view. The community engagement process is off to a great start.

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For example, we've contacted 41 community members for interviews and conducted 10 interviews.

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So far this week. We have also planned event attendance, and and have that confirmed at more than 10 events.

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And finally, around. A 100 people have already taken our survey online.

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So we we're we're going this is very very exciting. This is a really, really thrilling part of the process, and it's it's people are really getting the word out there.

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People are putting the surveys on their social media feeds their emailing.

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We're getting feedback from the community, numbers as they take the survey.

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That's where we got the question of long Island City inside of Long Island City.

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Being confusing, and you know it's been very exciting to see that people are really responding to this work.

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So now for something that you can help us with. Take our survey.

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Scan the Qr. code. You know, contact a working group member surveys will be one of the farthest reaching data collection tools that we do, and we are hoping to send a survey link out widely we also

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hope to post Qr code links to surveys in public places and make them available. we've already made them available to interviewees, and each time an interview we talks to us.

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They think of more people that we should talk to and send out the survey to others.

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And we we're it's very exciting kind of where we're thinking we have all many posters printed and handbills for people to take with the qr codes, and so this is a really important part of the

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work we're doing in addition. we want to thank the doe who's helping us to translate surveys and other materials into languages other than English.

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So far we have translated the survey into Arabic, Spanish, and Bangladesh, or Bengali. and you can take the and share the survey by scanning this Qr.

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Code with your phone, or by contacting the working group directly, and engage Lyc.

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Now at Gmail Com. The survey asks questions about your preferences and opinions about elementary school capacity in Long Island City, and we would be enormously grateful if you took the survey and also sent the

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survey around survey responses will be collected and summarized by secret, and then shared with the working group to help the working group generate their recordations to the New York City Department of Education and others.

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We will not mention survey names or in any of our results, and our data is safely stored on a password protected on online database.

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It's always important, because there are questions in there that that and that people might feel, you know, complicated about answering, and that's why it's a bit survey.

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We want these really important opinions and ideas, but we will not release any personal or private.

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Okay, how can you get involved? Please feel free to get involved in this work that goes for everyone in the audience.

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Everyone watching live tonight, and also the Cec. you know schedule an interview with us.

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Take the survey yourself email us about questions. this engage license. Now, at Gmail Com email gets to a lot of the secret team.

00:26:07.000 --> 00:26:14.000

Many of you email me directly. That's okay, too. But this email gets to a lot of us all at once, so we can get back to your questions quickly.

00:26:14.000 --> 00:26:23.000

Interprets interpretation. services are available for interviews, and, we can translate the survey into other languages.

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If if that is necessary, please reach out to us.

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And if you would like to schedule a 30 min interview Withpril.

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Come stayed along with us. We really would like to hear from you and that is all.

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Here's some question slide, but some great photos from our journeys into Long Island, so I will stop my screen share, and I will put the survey link in answered questions.

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Thank you so very much, Kyle, Kate, and all the other sets.

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April. The first round of questions is for my fellow council members.

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So anyone the Council members who have questions for call Kate, or the other colleagues of Cpr.

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I see Deborah? Depp. hi everyone I hope you can hear me. i'm on an airplane so I can.

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Can you hear me. Okay, I don't want to shout Yes, thank you, Thank you.

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You so much. I have a few questions I couldn't write anything down.

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So i'm gonna go stop my head? Oh, Okay, first question I have

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Do you have a target number of responses? be it survey, interview like a goal which you can.

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You feel you'll feel comfortable. comprising you know or developing booming a great question, Deb.

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I think we've been thinking first about this first round of engagement, and are hoping to have all over a couple 100, so we've been trying to get at least 200 survey responses in this first April round and i'll take

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that opportunity to encourage everyone on the line to continue going out and spreading the word hopefully.

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We really exceed that. but we want to get a good share of voices through that, and then we're hoping to have at least 40 interviews from this first round as well.

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So that leads me as my next question, What is the second round? did you say when sorry?

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What? what 1 one that goes from between 20 fifth to the fifth.

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So the way we often do this work is we do an initial round, and then we come back together and look at the data that we've collected, and we start to think about what questions didn't.

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We ask this first round that we really need to understand in order to generate recommendations.

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It's often the case i've learned the hard way that if you wait until the very end of a proposed to look at your data and see what what you learned you might realize at the very end of the process that there were questions you should

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have asked much earlier, and so our hope is is that we're doing this first month.

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We're going to come back together with the working group we're going to look at the information we have we're going to identify the other questions that we need to ask.

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And then we'll do that over the course of the end of April, and into May.

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My hypothesis is that in that second ground in the second round, the working group is going to want to ask more pointed questions about the ideas of potential solutions that have come up just once we look at the enrollment and other data that

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the do. We are going to be sharing and have heard more about what people want from their schools, and or think about when they enroll their children in schools. but we didn't want to get ahead of ourselves and just ask about a set of

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technical questions before making this conversation really live in in the community and caring about what people really look for. Again, We've learned the hard way that if we start with the technical solutions, people not might not fully understand the technical solutions, and

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so it can be easier to first start with hearing their preferences.

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Are you talking about going back in the second round and doing more interviews and surveys?

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Will it be the same people or new people, you will be same and more? I mean same different more. I think a lot of that is going to be driven by the working group? and I will say all of you anyone else Who's listening

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one of the things you can do. i'll reiterate from what Kyle Kate said, is feel free to send names to us at the engage license.

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Now email we are happy to reach out to anyone to schedule those interviews in the Sepril team is happy to do interviews on top of what the working group is able, and I will I will end with this last question are there any

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plans to host a meeting like this where Superl and the working group can engage.

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Parents in a are working community members in a in a public way.

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And the reason I ask is because I know you guys have talked a lot about engaging parents who aren't yet in the system.

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And you know you don't know what you don't know, and so a lot of times the the new parents, the younger parents, or even community members, might it might not be able to answer these questions fully because they have they haven't

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encountered it. what they want out of the school system.

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All of these things. and somebody is really helpful for them to hear other questions, and that will help inform their opinion.

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So. Are there any plans to host like a public forum?

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Yes, we have been reaching out, so I think the events name that Kyle.

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Kate used is kind of a catch-all for lots of different times. types of opportunities to engage the public and cake. I don't know if you want to give a few examples on top of ones I'll share but We've reached out to schools

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we've reached out to pre-k and other young centers.

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We've reached out to other just community forums to be able to have these types of conversations with the community.

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And then we're also hoping to use this meeting in that way we're happy to schedule a ones, and that's one of the things deb that we asked the working group about is just what events should we host and if you have

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additional ideas about what types of events are really important. happy to hear it and get more on the calendar.

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And these events can occur up until May. Fifth. Yeah. Yeah, Thank Thank you.

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Thank you both. Sorry I was muted. Next one up is Jonathan.

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Hello and thank you. Thank you, Kyle, Kate Liz and everyone else for all of your work.

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First. I would i'd like to just make a comment, which is that I think that if you wanted to reach a large number of people and do you know, and get feedback on on this process. I I think it, might be better to do it to

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have a standalone event than have it be part of one of our meetings.

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We have lots of other things on our agendas and squeezing it in, I think, is not really giving it.

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It's due so we can certainly help with marketing and getting the word out.

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But I think having having dedicated meetings is probably so.

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I wanted to ask kind of to follow up on deb's questions to to ask.

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You know i'm glad that you have a a target for you know the total number of surveys that you'd like.

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But you know. How are you making sure that those responses are representative?

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And so you know, obviously, anyone can take it. So So you know ultimately, as with surveys, you always get people with better access to information.

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People with higher side, higher socioeconomic status, taking more of the surveys.

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So do you have goals for break your neighborhoods.

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So subgroups of for this for this survey?

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Because because obviously, you know, order to know that this data is is representative.

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You know we could get a 1,000 surveys, but if they were all from one part of the neighborhood.

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We, and be very, very useful information. so i'll let you respond.

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And then ask me the my other question yeah so I don't know if if you've looked at the survey, but one of the read one of the things we did ask is where folks who are filling out the survey comes

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from, because our goal is to really pay attention to what areas of the of the area.

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We're getting respondents who are filling out the survey.

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We are going to be working really hard to make sure that when we look at the survey data that we've collected.

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We see that there's equitable participation across the long Island city area.

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To do that. We are doing our best to do things like, you know, if we see that there are more events planned in one community than another, working extra hard to make sure we get a bunch more events in the other community.

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Plan. We are going to be pulling data early next week to take a look at where the responses are coming from again.

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This goes to not waiting until the very end and plan to have team members go out in the first half of next week to canvas, you know.

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Hand things out, Talk to people in public locations and things like that to get more interest.

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So our goal is to try and have equitable representation and on the 20 fifth.

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If we don't have that in this first go round that's going to be something that we're going to have to talk about with the working group about really addressing in the next phase of the community Outreach i'll

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just add that you know, within particular geographic locations or schools.

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Those populations are very, very diverse themselves. so. I I I think it's I. I I hope I have not looked at the survey very carefully, but I hope that you also have demographic information that will differentiate so that you

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you know, at one particular school you have a red representative bug responses.

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We do ask for demographic information, and yes, you can.

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You can cross all of those things when you pull the data to understand who's taking the survey.

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So I guess the the next question is what happens? if there are gaps gaps in survey responses, gaps in interviews, you know.

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You look at who has filled out the survey from one particular school, and you see you know, at this you know you don't.

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You don't have any any spanish speaking you know people from this part of the of the area will Seepiril go in and try to fill those gaps.

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How will that? How? How will you? How yeah? How will the gaps be the field?

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Yeah, Well, so yes, I mean again. the reason why we're gonna be pulling these data. and then and then analyzing the first round with the working group is because Sepr.

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Will be working at it, and I hope to do that in partnership with the working group and all of you.

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And so we are we are not even going to be waiting until we do the final analysis for the meeting of the 20 Fifth to try and understand who's who's filling up this survey, because we want to go to the meeting on

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the 20 fifth, with already a strong sample. So like I said, our kind of focus of next week.

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At the first half of the week is going to be understanding who's already responding and going out, and trying to get more responses from folks who have not yet been represented.

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I also encourage all of you. you know, Jonathan, I appreciate.

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I appreciate these and the ideas and one thing i'll say to all of you is I encourage you to help spread the word in all of the ways that you all can as as Cec.

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Members and make sure that you're also, feeling comfortable trying to get the word out, either for people to email the lic email that we shared to ask to be an interviewee, and we will happily say yes or to take the survey

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themselves. So we are going to be doing our very, very best ourselves.

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We are going to be working as best as we can with the working group, and we'd love to be working as best we can with all of you to make sure that we get the strongest response as possible.

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Thank you. Next one, Fatima, you can go ahead. Yeah.

00:39:12.000 --> 00:39:17.000

Hi! we didn't make it what's the noise that I passed.

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I have only one question, 2,000. I put a lot to love parents and some of them. They ask me if there is the Arabic burger or the sentence.

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Yes, I think if I heard you it was. Is it an Arabic?

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There is an Arabic link, one of the things is that there are right now the 4 languages identified by the working group Odp and Dr.

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Composto. there's a different qr code for each I think Kyle Kate is that right?

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There's a different Qr. code that's what I thought a different Qr.

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Code and a different link for each language. So it will be really important that the people who and call Kate just dropped the Arabic link into the chat.

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The people who want the link for the Arabic survey.

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Take the Arabic survey link, and not one in one of the other 3 languages.

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Thank you just to clarify every link. actually you can.

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You can toggle between the languages up at the top of the survey, but it would these these Qr codes and links just land you on that page first.

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But from the Arabic survey you could look at English, Spanish, you know Bangladesh so, and from the English survey, so on, and so forth.

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Just so. You, as and the folks that are here tonight know that great.

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Thank you. Are there any other Council members who wish to ask a question?

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I have. I have one question myself. There has been some concern about the timeline from from community members.

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Do you anticipate to to? Can you all basically make it work in the by the deadline that you have been given all?

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Or do you anticipate it? It needs to be extended, or any.

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Is there even a chance that if if you're not done with collecting data, or it's you you're not ready to make a recommendation.

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Will you get more time? I can I can chime in at the start of it?

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And then I don't know if you have anything you'd want to add from the doe's perspective, since we're hired by the doe, but we have we we have adjusted the timeline from the

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the the initial one that we described, and we have maintained the same amount. and we've actually already been exceeding the community engagement milestones that were set on the contract.

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So we are committed to doing the same level of engagement that we were contract to do from the gecko, and we are going to make sure that that happens.

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As to extensions or not i'll leave that to Tsai to talk to.

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Yeah, I guess. We have a contract with an end date.

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I think we could let's see where We are if if there's a need for extension extension.

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We would have to go through the the contracting process again, etc.

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Which we can certainly do it if necessary. I just don't know the outcome right?

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Because it is, it would be another budgeting and operations issue.

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But we will certainly keep talking about it if it's necessary but as let's say, you know we're originally.

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I think that the gauge was supposed to end a week later we did. A week or 2 later. we did push it to make sure we had the ample amount of time like that we had originally contracted for so we'll just keep talking.

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If if it's necessary at the end thank you let me now ask the Spanish interpreters.

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If there is anyone who has a question there, it seems we have no questions on the Spanish line.

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Okay, thank you. I will then go to the Q. and A.

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Because I did think, Yeah, I saw 2 questions in the Q.

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And a You can read them if you like. Yeah, sure.

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Thank you have to do everything. Okay. The first one is from Marina Gomez.

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What are the engagement event planned, and in which geographic communities?

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So we are in the process of scheduling I think We've made outreach for a couple of dozen events.

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We have the first 10 to 15 planned pal kate I don't know if you want to say anything about the ones that have already been scheduled, and then the ones that are outstanding or is working on the survey

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links with regard to community engagement events. So we have attended working.

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Group members have attended a pre-k meeting, and then we also have several events planned.

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So ptas slts, parks, events, so so at the different parks.

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Throughout Long Island City and library events are big and then additional community events at nonprofits that are used focused. and i'll take this opportunity to again mention the engage lic email and if you have other events that

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you think we should be looking at are going to please let us know, and I think one of our next steps after this meeting is just to follow up with Jonathan.

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If you're the right point person you said we could talk about doing something that you might also advertise, or something through the Cec.

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As a public, you know. Okay, thank you. The next question is from an anonymous attendee.

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I think you might have addressed it partially. but engagement started on April the fourth, but the survey is only shown, is only showing up now.

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Up now to April. the thirteenth and hasn't been shared by the Cec.

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Or pts given. The spring break is April the fifteenth.

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Through April. the 20 fourth. many people will be out so that has truncated the period for engagement since the review is is the 20 thing. I guess they're asking about.

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You know the the level of engagement participation you expect, you know, during this period, since it's it's a current dumb spring break.

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Yeah, one of the things is that a number of folks who are who we've engaged have said that spring break is actually an easier time for them to engage.

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So I think we're just seeing lots of different lots of different reactions to the spring break.

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But yes, we are going to be doing engagement now. this survey opened at the beginning of this week.

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We're going to be doing engagement now all the way through the 20 fifth.

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That's just the first round. like. I said and then we're gonna be going out and doing a second round of community engagement based on the questions that we think we didn't we need to ask based on what we've heard in the

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first written of Michelle. Your mood mutant so sorry at least i'm still here, though right usually I get knocked out by now, said I was also confused. is from Rachel Lewis.

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I was also confused about the Long Island City thing in the survey.

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How can I make sure my location is accurately recorded?

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To sorry was that some Kyle I was gonna say that so there's a There's a number of there are a number of options, and I would encourage we ask the people to self identify.

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So I would encourage you to select the neighborhood that sounds most like the way you describe the neighborhood that you live in, and if you've already filled out the survey and can't edit it now feel free to send the

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engage. I like, see email your updated location. If you feel like you need to edit it. okay.

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And the last question, Well, I got 2 now. Oh, someone says not just point.

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It helped us point out hunters. Okay, we can. We can fix that.

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So the last question I have is from Nicole McDonald. The sunny side gun mark she's offering an event is holding a public yard sale on Makers would offer an opportunity to get in touch with the

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sunny side, parent community of Ps. 11 and Ps.

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150. So someone giving you it sounds fantastic.

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You should email the engaged Lic email and we can talk about it. And that's all I have as stuff on the key way.

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Okay, So thank you, Michelle. i'm mixed up the normal order.

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Normally we go first to the pimple in the on zoom, and that is also what I had said I would do.

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But I didn't you Is there anyone in the zoom room?

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Who would like to ask a question? Am I apologies that I did give you the preference?

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So you can raise your hand. You can hover over the the bottom of your screen.

00:49:01.000 --> 00:49:09.000

If you want to ask a question to either Kyle, Kate, or Lis about the Cpr.

00:49:09.000 --> 00:49:23.000

Project. I don't see any hands being around it looks like the Cpr.

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Can start their spring break. You are, of course, welcome to stay.

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But I think this concludes this part of our meeting, and we will move on to the next part.

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So. thank you very much, all 3 of you, for being here and presenting, and we look forward to seeing you much more.

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Thank you so much for having us. Thank you. So the next next up is the Sunnyside Middle School zoning discussion.

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The presenters who we and I Also I should remind everyone if if people tuned in later.

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We we used to have 3 items on the Agenda it's back to 2, because, unfortunately due to illness.

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Naya Berg had to cancel the executive Director of New York apple seat, and we try to reschedule that as a as soon as possible.

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On a day that works for all. So our second and last item for the evening is a sunny side middle school zoning discussion.

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We have several guests here. Zai Green, Riba, Lichtenstein.

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We have, and I cannot forget you again. Samuel Street and I also saw Christina Chan, which I thought you also work for Odp.

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So I give the floor to to everyone from office of district planning of the doe, and look forward to your presentation.

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Thanks so much, Esther. so just I want to frame it a little bit, and then turn it over to Sam and Christina.

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I think many of you have met many of us but maybe we'll start with briefing introductions for those of you who don't know us.

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My name is Sai Green. i'm the director of queens planning. I'm here, as Esther said, with 3 of my colleagues.

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You almost say quick, I sure thanks i'm i'm reboot Lichtenstein.

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I use she her Pronouns and i'm the senior associate Director of Means planning, and they're to see you all this evening.

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Hi everyone i'm Sam Street i'm director of analytics here at office of district planning nice and meet all of you that I haven't already.

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Hi everyone. My name is Christina Chan and i'm a part of the analytics team.

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Odp. So i'm going to turn it over to Sam and Christina, and it's a second But just to frame this.

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We have talked about this new building cue we call Q. 429.

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It is a middle school building in Sunnyside, as Esther mentioned a couple of times with, you know, consent of high-level information about the building and the you know, a little bit of data.

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But we wanted to. Now come and talk to you, really as the Cc.

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Member, but everyone here on the meeting about the data we're seeing that informing how we think we should plan this building, and then really to talk to you, there's a few decisions.

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I think we, you know we all need to make together. That will be really informed by the data.

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So I think Sam and Christina are going to go through a bunch of data.

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We sent some of it to the Cc. last night and today.

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We I know it's a lot dead to digest we're happy to, of course, come back and talk about it more.

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But I think this is gonna be really useful discussion and will really be.

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Is it like? This is 1 point where one place where the data really tells a story.

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After they they present the data. Then we can all have, you know, have a conversation about it, and some kind of decisions that we all need to make.

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So I think. First, remember, you're going to just ground us in the map.

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Yep. just I think folks need to be Christina and or Sammy to be promoted to co-host, if possible, to share screens.

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Thank you, Gail, or whoever's promoting folks thanks Christina.

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So yeah, just to orient us, we'll be talking a lot about this area with these bright blue lines this evening, so wanted to make sure folks are aware of the area that we are really focused on the So the new building which is fun

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to there right in the middle, in that pink area. with a and about the I see Christine, I'm putting her arrow around.

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It is, is the new building, we're talking about and it's a middle school building opening in an area of the district that is zoned to a district 24, middle school is 125 and so every area within

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that blue shape, the blue lines within that within that shape is zoned to 125, and then the colors that are highlighted there.

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There's an orange, a pink a green a light blue and a purple are the elementary school zones that do cover this area.

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So the orange is the zone, for Ps. is 78.

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The pink is the zone for Ps. 152.

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The green is the zone for Ps. 150.

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The the light blue is the zone for Ps. 11.

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The purple is the zone for ps 69 and there's a little green sliver in there, that is also part of the 1 52 zone for grades K.

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To 2, and I see christina's guiding me with her mouse and 68, or 3 to 5. There's a rezoning phasing through for the new opening of or the opening of new building ps 390

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8 that occurred a couple years ago in Jackson Heights.

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So color coding not to just show kind of the overlay of this middle school zone over the elementary school zones. and then in blue.

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There's writing around the map showing where some of the existing middle school zones are in the district, you see 204, 12610, 2, 30, and then some zones in district, 24 kind of on the southern side,

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of Queens boulevard so we're going to be talking about a quote unquote area a lot this evening, and this is the area within these dark blue lines.

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We can come back to the map when there are questions about or If there are questions about which space we're referring to, but really wanted to focus on this. and then one other piece that I missed that I think is worthwhile to

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highlight is Queensbridge which christina's drawing a circle around, and is right above the orange area.

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There's a square there that Outlines Queens Queens Bridge, and for for Middle School Queensbridge.

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Some of the buildings are zoned to 204 in district 30, and some are zone to 120.

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5 in district, 24, and again we're going to be talking about students this evening that are zoned to 125 in District 24.

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So wanted to make sure that we highlight that too. so that's that area on the left side, right under the right under the key.

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Anything. I miss Team when describing the map before we talk data. so i'll turn it over to Sam and Christina, and again we can pull the map back up whenever makes sense.

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Thank you. And so we perceive the data requests, and we went through it.

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And so tonight we wanted to share some data. to respond to those questions and also to help us.

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Have a better understanding of students living in this area.

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So let me just pull up, friend she this is something that we have shared early in in the day.

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So in the next field tabs i'll go through some zone data.

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Data about enrollment trends and patterns and some demographic data.

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So here we have a table that shows some zone data for middle school students in the area, You know.

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I chatted you this, but I realize you're sharing your screen.

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You might not see it. Are you able to zoom in a little bit?

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Yeah, . thank you that's the same Okay,

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The current school year we see 1,180 middle school students in the area.

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Of these students, 517 of them ended up, and rolling at their own option is 1, 25, and so that gives us a retention rate of 44%.

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We also broke the stone data down by grade to sort of see if there are any differences.

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When we look at it by grade. So out of the 1,180 middle school students in this area zone to 125800. Oh, sorry, 384 of them are in grade, 6 and 26

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percent of them enrolled at is 125, while 4% of seventh graders in this area enrolled at their zoned option.

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And so I guess one thing to note about why the retention rate for students in grade 7 might be higher than that.

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The retention rate of students in grade 6 might be because there are 2 Kata, 6 elementary schools in the area.

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So that's Ps 11 here in blue and ps 150 here in green.

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We also looked at retention rate of just students in Queensbridge.

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And and so if I expand here, this is very similar table, but just looking at students living in Queensbridge.

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And so in the current school year, We're seeing 115 students in middle school and in Queensbridge, where zone to is 125 and about 5 3 to 11 in each grade ended up

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in rowing at is 125. and so here we can sort of see that the retention rate for students living in Queensbridge is is a bit lower than the retention rates of the students living in the larger area

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here. So i'm gonna move to the next tab which is on articulation.

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So this is looking at where students in Ps. 11 and Ps.

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150 enroll in the next school year, from grade 6 sorry from grades, 5 to 6 and from grade 6 to 7.

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And here we're just looking at ps 11 mps 150, because, as I mentioned earlier, these are the 2 K.

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To 6 schools in the area that we're focused on today

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And so in 20, in the 2,020 school year there were 126 fifth graders at Ps.

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1171% of those students stayed at Ps. one sorry Ps. 11 for sixth grade in the current school year.

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At 150. There were 130 fifth graders and 40.

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3% of them stayed at 150. So for sixth grade.

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We do see some students enrolling sixth grade for is 125, and so at Ps.

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11. 6% of them enrolled at is 125 or sixth grade, and if we look at 1, 5014% of them enroll, that is 125 for sixth grade and this sort of jumps a bit

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when we look at our articulation from grade 6 to grade 7

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So that's the bottom half of this sheet So 51% of the sixth graders Ps 11 enrolled is 125 for grade, 7 at ps, 15073% of sixth

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graders enrolled. That is 125 for grade 7

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I'm just gonna move to the next slide which is on demographics. of middle school students living in d 30 zone, 2 is 125

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And so from top to bottom we have data about race and ethnicity.

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English language learners gets vaccinated for free or reduced price, lunch and students with disabilities.

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So the first, the left-hand side. This includes all students in D 30 zone.

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Thai is 125, and on the right hand side

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This looks at just students living in Queensbridge, so we can sort of see that there are some differences in demographics of students living in Queensbridge.

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For example, if we look at the first table, a larger percentage of students living in Queensbridge identify as black, and a much smaller percentage of students identify As Asian.

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Yes, we scroll down and tip to the third table.

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Here we can see that a much larger percentage of students living in Queensbridge

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Are designated for free or reduced price lunch compared to the District Peril and the city, and then the last tab before I pass it on.

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The same is looking at where strands and roll. So here we looked at data from the last 3 years and so on average, we see about 413 sixth graders living in.

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D. 30 zone to is 125 about just under a quarter of them are enrolled at Ps.

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1114% of 1, 50, and 22% at is 125.

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When we look at the seventh grade side just a bit over half of seventh graders enroll at is 125, and so the 22% and the 52%.

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That's the retention rate of students in this area zone to 1, 25 going to hand it to Sam.

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Now. So i'm going to stop sharing my screen and thanks for seeing now.

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I will actually, before you stop sharing your screen. I just want to point out a couple things.

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Well, first I want to mention that, like the the bigger question, or I guess the bigger project here is to think about the new capacity that's coming online for the doe.

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The new school, and coming iq 4 29 and to look at the area where it's going, and to consider a potential rezoning as an option as we do whenever there's new capacity being

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constructed. This is data that we look at all the time, and with every every time we get a new capacity.

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And this is also data that the Cdc. asked for specifically and in and many of the aggregations that we provide here.

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The data request was very much on point to the types of things that we would look at.

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Ordinarily wanting to look at the differences and the zone.

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Retention and different areas of the district to look at the overall number of students living in the district, and of those or sorry living and in the zone.

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And look at the number of students who live in a zone who choose to attend their zone school.

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In this case High is 25, and district 24. So what Christina has just gone through is a look at a lot of the data that we feel, and we I guess it was requested by the Ccc. what we feel is very relevant

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to thinking about the new capacity. coming online at Q.

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4, 29, so I just wanted to ground everyone in that first before we move on and then I guess, before I jump in and share my screen.

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I wanted to just sort of reiterate the importance of zone retention.

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So, Christina, if you could go back to the zone data, Yeah.

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So the rate, obviously for looking at all of the students who live in and in a given zone, we see the number up in the 1,002 hundreds, except for the last year, was 1,100.

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And 80, so that's the total number of students who live who and the deep 30 areas that are zoned to 125.

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This is combined Queens Fridge in the area That's not Queens Bridge that we talked about when we looked at the map earlier.

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So The big question with any of any potential rezoning is, how many of the students we will actually end up at the new school or the school that we're rezoning for or that isn't impacted by a

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rezoning a big part of that is you know obviously the capacity of the school itself, which we'll touch on in a moment.

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But also the zone retention rates, which we see here is about 44% overall, although the numbers differ by grade level, because the 2 K.

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To 6 schools. The are 2 of the schools within this area that we're looking at, and they differ when you're looking at whether students live in the Queensbridge houses part of the zone or the part of the zone that's not

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in the Queen's rich houses which is at the bottom here, so those those retention numbers differ pretty significantly.

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I'll also say that looking at the other d 30 middle schools that are zoned mostly we see higher retention rates.

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In other words, mostly we see a greater percentage of students who live in a given zone, choosing to attend their zone.

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Option. So part of part of what we try to do when we're looking at new capacity and considering potential rezonings is, we think, about why that may be are there.

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Geographic barriers are There are there roadways.

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That has is certainly the case here that parents may not want to cross.

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Is there something else that's going on this affecting the suffering the retention rate when we're undertaking every zoning and trying to make projections?

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Then we try to think about what the impact will be on the retention.

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How many of those kids? So if we're thinking about that like 1180 for last year.

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But really we would probably look at the 3 year average that 1230 number.

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If you could go up a little bit. that 1230 number is.

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This is a total number of 6 through eighth graders that we're talking about here, and we'll be talking about in a moment.

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Thank you. And so this project is about trying to

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Think about what percentage of those students will potentially attend the new school.

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If the new school zone lines were drawn the same as they currently are in D 30.

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Also say that in general we you know, we try to use our best projection as we try to make the best guesses.

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We we generally land on the side of trying to make sure that we don't draw the zone lines too big.

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In other words, if there are too many students living in his own who want to go to a zoned option?

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Not all of those students can go to that zone.

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Adoption. So that's something that can be very frustrating for our past and families. So we try to avoid that. and we try to think through different scenarios, you see, is this potentially going to happen if we were

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to if we were to zone change the zone lines in any given way.

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As we'll talk about in a minute I think that It's especially complicated in this area, because we have the 2 K.

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To sixes, which play a role because we are planning a school that's much closer to many of the students. It is on the other side of Queens Boulevard on the near side of Queens

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boulevard, which we know has been a priority.

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We do expect the Zone retention to go up. In other words, we think that more students living in this area K.

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To 6 will choose their their would choose their own adoption if there's a zone drawn according to these lines.

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Thanks. So now i'm going to share my screen to just share a you know one way that we've been looking at it, and then we can go into discussion about it, and that's why you have the map up before we transition.

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A question in the Q. and A. that asked if these blue lines were definite, or if they could be changed.

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And I just want to clarify that this is the existing zone.

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So this is not what we're proposing but this is the current part of district 30 that is zoned to is 125.

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Yes, thank you. Yeah. as part of a rezoning.

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If we were to do one we would definitely think about whether these are the appropriate zone lines, and whether they could or should be changed.

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And Yeah, we would, we would, and just generally on policy that do.

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We would never show up to an early meeting, thinking about the idea of new capacity and a potential rezoning with the final idea already in hand.

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Because we would really rather that be a discussion with the community.

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Okay? So let me figure out how to share my screen screen.

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Okay, this is the data that you're just looking at and which I make go back to in a moment.

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Okay, So let me just orient first, to the data that goes into some of the assumptions that we're looking at and Sam.

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Do you mind zooming in, please? I do not mind.

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Thank you. how's that? So I mentioned that 1230 number a minute ago, which is the three-year average of the total 6 through 8 size the zone.

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These are the number of students who live in the zone I should say, as a point of clarification that when we're talking about zone size.

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We're talking about students that attend that are in the doe system that includes charter schools, D.

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75 schools, districts, 79 schools. Any students who live who are part of the doe system.

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It does not include students who are in any kind of non-public school, so that 1230 those are students who live in those zone areas that we just talked about and who go to some dear.

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We or charter school. and we'll get to the zone in a role in a second.

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But up here is where I just state the current some of the assumptions for what we would think about.

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As the current zone retention for the different areas of the zone.

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So the first is the grade 6 retention at the part of the zone that overlays the Queen's, which houses is about 13%.

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That's a 3 year average that's what we would normally use in trying to project

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We'd use a 3 year 6 rate average and trying to project what the what the number of zoned and enrolled students would be if for the rest of the zone, we're actually using the seventh grade

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average instead of the sixth grade average, and that comes out to fifth, 55%.

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The reason we're doing that is because the because the 2 K.

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To 6 schools, 1, 50, and 11 serve currently serve a number of the sixth graders who might otherwise go to and go to

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The Zone Middle School, and I should say that those students the sixth graders, even if they're in that school they have the same priority.

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They have a, you know. Were there to be a rezoning, they would have the same priority, and currently they have the same zone.

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Priority there's 2 there often to their zone middle school option regardless of what you know whether they're in sixth grade and aka to 6.

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So there's always a possibility that and and have and citing, you know, a new middle school in the area that the students who who currently are in sixth grade at the 2 K.

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To 6 schools could choose to not stay for sixth grade at those schools, and instead to go to the and go to the go to the new middle school.

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I much greater rates that they currently are for that reason we because we don't know exactly what percentage will be.

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We're looking first at this exercise as a typical 6 through 8 rezoning projection in other words, we're applying the same rates, i. e.

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The 7 degree of retention rates across all grades in order to do our protections.

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And then just to let you know what the sort of combined average is across. Both of those areas currently is 42%.

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It is our understanding that the rate, because of the factors I mentioned that the retention rate will go up for the new middle school. New middle school would be in a new building.

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It'll be closer by and students Won't have to cross Queens Boulevard, etc.

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That's our understanding. we can definitely talk more about that in the Q.

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And a if others disagree. but we definitely believe that the retention where we will go up So the first the the first look at that we take the first projections just to look at a couple different like.

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What happens if the retention rates go up, and the reason why we chose 6171, and 80.

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1% is because this adds, in succession, 10% to each of those zoned areas separately.

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Queens Bridge and the area that's not in Queensbridge houses. and then but then we give the combined the combined rate. the adjusted weight of rate for the number of students in each area separately so this would be the

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overall rate for increasing the retention rate by 10% across both of those areas.

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And then we go 10, 2,030. and as you can see actually, before I get to that, if we haven't mentioned it before. This number is 7, 25.

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That's what we estimate according to the school construction authorities estimates that's how many seats are are slated to be in the new building.

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So when we're thinking about the number of students, who could potentially fit in the in the new school, that's really sort of our outside number that's 725.

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So what happens when we apply these? Apply these rates, increase rates at different at different intervals.

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So by increasing it somewhat modestly, 10% in each area.

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The number of students that we would project are choosing to go to their zoned option goes up to 753, as you can see that's a little bit higher than the total capacity according to

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the Sca. as the school consortium authorities say, to capacity for the building.

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And then we see as we go up even greater deficits up to even a 1,002 students choosing to enroll, and there's no option.

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The school that would be at the future. Q. 429 offering at a deficit of seats.

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So when there's a deficit or like I said earlier when there's a when there's too many students who want to go to their zoned option.

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Not all students can go They are then it's a process of that at the do we is called capping, and then, essentially, the do we works to find another option.

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So that's our first run at the data that We looked at earlier that Christina prepared basically our attempt to put it into a format that helps us try to predict what the current rates mean current retention rates mean what we

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see, in terms of the number of students living in the area, how many might go to

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The new school. And what would be the if, what would be the impact in the new school in terms of its crowding or over utilization?

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This doesn't mean this is the final look at it but it's meant to be introduce a discussion about it, and to answer any questions you have about these these rates and think about where to where to go from here and I

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will assume, I will emphasize again that the business of of projecting what the retention rate will be is, you know, as an educated guess based on what we see currently what we see in other parts of the district

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which, like, I said earlier, in different zoned middle schools.

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We see, you know, up in the seventys, or eightys for eightys for retention rates.

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So if this were, if the new school were an option that it was, you know, equally as piper as as those options.

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Then you would see you might see you know rates reaching those levels.

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And and then you know also that assumes that the that the lines are drawn as they currently are drawn in D 30.

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Okay, I'll leave it at that because I think maybe we should lead that into discussion about these numbers, and answer any questions.

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Thanks so much, Sam. I just want to say a huge thank you to Zama Christina.

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They have been working on these numbers for many hours. next explaining them to us, and just as they explain them to you we want to pause and go over any questions about the data, but just wanted to explain a little bit more from the

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engagement side about some of the numbers Sam was talking about we've been you might, or someone putting up that map again.

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So, as you know, Sam and Christina really hammered home, retention is the retention rate is really important to figuring out these numbers.

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So we you know as I think you know. we had said before, and the Sam said we would never come out and draw zone lines, and just present you all with a map without really talking to the Cc.

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To the school communities, etc. So we have started to do that we'll continue to do that.

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But one thing we have done is talk to the area elementary school principals, and really heard loud and clear from them.

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And I think also from from you all over the past few meetings we've been at that

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Everyone expects students in this area to want to go to that school.

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So that retention rate, you know our assumptions are actually built on data, but also on what we've heard in the kind of common sense.

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That is one thing we've also heard and I think I might have said this.

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Not that articulately last meeting, let me say it again.

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We have heard from numerous people that we've talked to that.

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There is a great interest in getting the students in this area access to that new school.

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And so what we we have done internally at Odp, and what we want to come to you today and do is talk about one.

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One is at the goal, and 2 if that's the goal what's the best way to do that.

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So, as I think it's a lot of data and and we've been talking about a lot, So i'll give you kind of the the plot point at the end with what Sam and cuz you never really have shown is that if we zone, this whole area that is currently zoned to

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125 to this new building there is a there's a big chance.

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Those students won't fit and we you know yeah we does not like to, as Sam said, create a zone that is too big for these school size.

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Sam also talked about the capacity number of 725.

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The that is the number we the passing number provided by the school construction authority that we can certainly have a 725 students in.

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But there's some issues with that which we can discuss meaning that that would fill up many of the classrooms, leaving not much excess base, which we can certainly do.

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But I did hear on Monday a lot of questions directed towards the office of school design, wanting this potentially to be a school with, you know, some really robust specialty programming.

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So often it is helpful to middle schools to have a few excess rooms to, maybe use for something.

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So my point is that 725 is really probably the outside number.

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The biggest number. we would want to fit into this building and there's definitely a case where we would want to serve less students in this to allow little the principal a little bit of room to maybe have you know a few access rooms

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to do something creative. So short. Answer. it seems like if we zone this whole area.

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Those students will not fit and yet we've heard that there's a real interest in having students in this area.

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Go to that school, so we internally have been talking about solutions, and wanted to come to you to talk about them.

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But let me not you know hide the ball this is one thing we've been thinking about, for we could give a geographic priority to the students in that area that's outlined by blue blue so rather than draw a

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zone to that in that area which we really can't do because we cannot be confident, and actually we're pretty confident that there's too many students in that zone we could give a geographic priority and what that would do

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is to give every student in that area and equal chance to go to this new school while still providing them with a zone adoption of 125.

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That would also give us few year, you know, some years depending on how long we did this to really get a bit more concrete data on the Zone retention rates that Sammy Kristen talked about and you know in

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in many, many ways it would have the same effect as drawing a zone of this size.

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Really the only difference is a zone is really the kind of a pretty concrete entitlement to go to the new school, where geographic priorities that everyone in this this area would have a priority to go to the new school,

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If there seats left over, then it could go, then the seats could go elsewhere.

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But if not, then kids of the zone would have that priority.

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7 pause here. Wanted to. Well, one, Rebecca, See the Sam.

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Tell me if you want to add anything, but did want to no answer questions.

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One. Sam and Christina can answer questions about the data. We threw a lot of numbers at you, and then we can all answer questions about this potential option.

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I just mentioned, happy to discuss their other options as well, and we would do.

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Mind. I think we can stop sharing so we can see each other's faces.

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Now, thank you. , Okay, yes, go ahead. Sorry Yeah, go ahead. we'll answer questions as you as you call them.

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Okay, let's do the usual way. We first will go over the the Council members who have any questions.

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And first up is step hi everyone again i'm sorry i'm in an airport.

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Now. So okay, i'm gonna start with 2 questions and then I 2 quick questions.

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How many actual students from the Queensbridge area are zoned to 1, 25 right now?

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Sarah krishna can you give it yeah i'll share my screen, and i'll answer it directly, so you can see both.

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So at the Queen's bridge houses there are a total.

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This is grade 6 through 8, 115 students zone to 125. it's a complex complicated number to get at, sometimes, because that area has a has a sort of complex like zone by address, system and it's

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harder to get at that by just typing in, and that, you know finance.

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You know the school finder app on the Doe website.

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But Christine did the hard work on that so thank you Christina? you can't, can you?

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Isolate. Sorry. can you isolate by sixth grade since we're looking at sixth grade data for yeah.

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Yep. So 40 students on average i'll say pretty consistent over the last few years and in single digits the number of students who, among those enrolled in 125 that much lower retention rate and much lower number

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is obviously it's baked into the zoned and emerald and retention rates that we were talking about earlier.

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Okay, So 4040 students from that queen's Bgeria and do they go to is 125.

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I'm sorry I know you have probably have the data there I just don't have it in front of me.

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Yeah. So at the sixth grade level between, over the last 5 years, at the sixth grade level, about who to 7 students have then ended up going to 125, their zoned option that ranges from 9%

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to 18%, so we not a huge number i'm assuming that they instead opt for the K.

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To 8 option of Ps. 1, 11, or is 2 of 4.

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Yeah, do we have that number or the as act numbers handy?

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Christina, for zones. Well, we'll we'll look into that. Specifically, I think that might have been in the set of data that we sent you guys. not a huge deal.

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The second data question I have is about 361

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The last map that I saw had 361 zoned entirely to is 10.

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But this has this weird cutting. 3 61 in half is is I'm.

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Guessing. this is accurate, because I I thought that all all 3, 61 was zoned highest time.

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I s i'll see chair. Okay, so your question sorry I was bringing up the map.

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Your question is, is all of 3, 61 zone to I is 10.

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Yes, and I think that that was a question. Okay, what we show is No, there is a part of the 361 elementary school zone.

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That is currently zoned to 125 is 125, and desert 24.

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And then I write, Sam that I will go back to McMahon.

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But and i'll send it to you guys, if I if I see differently.

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But So now we'll get to the comment portion and that I don't think you guys were in district planning necessarily.

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So this is an aim specifically at you guys, but it sounds like what what the doe is telling this community that the school that promised to bring their kids home to district 30 that was built solely for the purpose of

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zoning zoned zoning these children to this school because you you don't notice to a school.

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I cannot accommodate them i'm very confused because this is the very first time in seekers that I'm.

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Hearing this. So I don't know what went wrong in the building of the school for the data that went into that that came about before the building of the school.

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Because why would idea We build a school with the express purpose of zoning it for these kids and be zoned for these kids.

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So I can answer a little bit. I think Sam can answer a little bit.

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I will say my understanding is a school school construction. Authority does feasibility studies on buildings and kind of builds as big as possible.

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So we can certainly go back and talk to them, but by I assume they built it as big as feasible. Sam.

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I think maybe i'll turn it to you for just the the trickiness of projecting data, you know, or 5 years. I think that that's the other component Yeah, that's part of it can everyone hear me i'm

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having trouble finding my screen there. we go okay Yes, so first of all, I don't want to speak completely about sea methodology for for doing this, because that's their expertise but i'll i'll explain what I know

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and and Sea does often, you know, share meeting agendas with us.

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So there's also questions we can discuss with them and if there's anything I can't really answer i'm happy to have them fill in the blanks later. on.

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But what I will say is that when sca is planning new buildings. They're often looking at sub districts, and the need for seats and sub districts.

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Not a specific zone area. It would be impressive to be able to look at a zoned area and the phase where they're developing their capital plan.

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You know, let's say it's 7 or 8 years ago, and to look at the zone size at that moment project what will happen, you know, over the next several years in that subdistrict and in that zone, specifically

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and to build, you know, design the building know, have sufficient funding to do so, but also design the building, you know, conducted feasibility study that allows them to Max out those seats exactly to those projections and to get everything

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right. but I think you know the I think the more general answer the size I gave the sca min understanding as Sea always tries to include as many seats as they can for any space whether they're making an addition

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on, and you know existing doe building, and you know an annex.

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Any other capital project, and if there was something that prevented them from adding more seats, then, you know, they might have been limited by that. but it also could have been in response to the overall seat.

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Need this the overall middle school seat need they were seeing at the time. and you're right that you know we weren't at Otp at this point at the time when this this happened so i'm speaking purely yeah data wise

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we've lost citywide a district-wide post Covid. We've lost so much of our enrollment.

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So this leads me to believe that where we have pre-pandemic levels. This would have been half the school we needed to accommodate these kids, and I I just I don't understand why this was never once communicated

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when and i'm sorry if i'm going to get a little emotional about this.

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But this building came about from 10 years of parents with clipboards in their hands, going to elected's offices and saying, I don't want my kid to cross Queens Boulevard.

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This building came about with meeting after meeting of going to Sta and saying, Please give us a zoned school.

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We are the only students in district 30 who do not have a district 30 zone school don't know.

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I don't know the idea of a priority that can go away with with whatever whim the doe chooses is not acceptable for these for this community they deserve what every other student in district 30 has and I don't

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know I am granting and i'm going to stop Now let others talk. I don't know how we solve this, but I am.

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I am floored and i'm deeply upset Sam do you mind?

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Can you stop sharing your screen I think it's you can see each other?

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Yeah, Deb. I hear you let me well, I can't answer all your questions, because some of them are just the numbers.

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But let me talk about the priority in the You know the what you said about the jerk graphic priority.

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If if we put in a geographic priority that functions the same as a zone line, with a few difference.

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As I said one, it's not a legal entitlement related to that school, and and you're right zone change would require a Cc.

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Boat, where geographic priority does not necessarily that being said unless something radically changes in the city, the doe would never, you know, would not just go and remove this geographic priority without will buy in input from the community in the

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Cc: that's a separate point I think the real point we have to now all decide together is how do we get these kids to the school, and as many as possible.

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So this was our. This was our our thought there are potentially other solutions.

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We can, we can talk about. But this was after really lots of of discussions among our Odp.

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Internally. This was this was an idea we came to, and you know, and I think we ran by Dr.

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Composto i'm not saying anything ideal the math is not so sorry.

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I i'm I just have a quick question and just to clarify that that currently the kids at Sunny and sunny side woodside have sort of an unspoken priority to go to hunter's point what

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would then happen to that priority, say more about the unspoken priority?

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Well the the whole reason initially, that we did not zone Hunter's Point Middle School was because there was no middle school in Sunnyside Woodside.

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My understanding is that internally there are seats set aside in both 6 and seventh grade for sunny side which side kids at Hunter's Point Maybe that's my understanding.

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Okay, I I don't know we can certainly look into it I don't know, Dr.

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Composo. If you know anything more or what if we wanted to look into that, I don't know I don't know about the priority, but I do know most of the children from Sunny.

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So I do go to 291 so that I do know but I don't know if there's a priority to be honest.

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Okay, So, dad, we can look into that kind of more officially.

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But and and just as a as a point of reference, the we have a whole brand new elementary school in Long Island City that we're zoning that is also going to need middle school seats.

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So if folks in Sunny Side woodside are looking towards 291 that concerns me so.

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So I think we have a few few things to discuss and You've really, I think you've articulated the the big one right?

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There are this, these 1,200 students that live in this area, you know.

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I think Sam and Christine have shown kind of through math and data that they may not offend the school.

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They may, by the way, right? So we were trying to 1 one thing that our geographic priority idea does is give parents the most choice.

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I don't know if there are parents that would still send their kids to 1, 25.

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It's possible. right it's a new building and there's a new principle.

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It's in your annex superintendent chan the d 24 of soup says it's a very well regarded school.

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I'm not quite sure this would give us you know a year or 2 or 3 years to see that

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We would then have a better idea of zone retention rates to see if we could potentially draw a zone.

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And in the meantime those students, those parents in that area we've been talking about, would have choice right They would have a priority to this new building, and as zoned option to 125 that is definitely one

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option. there, I mean, there are other options we could talk about.

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I have I have ideas i'm not i'll get the floor anymore. I did.

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I do have one more question to clarify, because I saw it in the Q.

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And a This would mean that Ps. 150 and Ps.

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ll would not truncate is that correct so that's the next discussion.

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So. why don't we table that for a second I do want to get to that?

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But when I I don't know if we want to get here from other people, and then talk about the truncation potential truncation, yeah, let's move on also in the interest of time to hear other Council members, and then

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go to people in the A zoom meeting, and the Q. and A.

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So we can give more the floor to 2 more voices who's next up.

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It's Jonathan thank you outside and we by Christina Sam.

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That was a really great presentation, and thank you for producing all of that data.

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I have comments short comments. one of them is that

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It was my impression that the priority, the admissions, priority for seventh graders at Hunter, new Middle School, from 150 and one and Ps.

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11 was official perspective. Students and parents when touring Hunters Point Middle School told, in fact, that they admit fewer students in sixth grade, in order to leave room for were seventh graders from 11 and 150

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which they wouldn't be able to do without the office of the enrollment being at least you know, aware, probably more than aware, collaborating with that.

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So that's that that was my impression of that there was an official priority.

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I don't know how the unofficial priorities work in the doe, but that's just my was was what I my experience.

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The other thing to point out, and I was going to ask about trump heating 150 and 11, and I'll just say that the extent that this new school does not feel the needs of of our district we should

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be you know, pushing for more construction if that's necessary and more and more options.

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So I I want just everybody to be aware of that I I know from firsthand experience what it's like to have new school buildings in a neighborhood, and still have massive overcrowding, because we had in Jackson

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heights for many, many years. We would keep building schools, and the you know. the existing schools were were overcrowded. It wasn't enough, and they would always build as big as they could.

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You know they would say we're building as big as they could and sometimes neighbors would get in the way, and say, no, you don't want to build it too high, or you know, or they just couldn't build it bigger so in

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that sense, this isn't necessarily the end but but I do want to point out that it does look like there is capacity in district 30 neighboring middle schools, but particularly I mean 2 of 4, and and and is 10 yes,

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both have access capacity. yes, and so that capacity. that you know there there could be parts of the current zones.

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Zone for 1 25. It gets rezoned or one or both of those schools, and i'll also add that you know a new school that is growing in hunter's point could also is most of those

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students, if not all of them, are already zoned, or for a school that has excess capacity, which is like is 2 of 4. So

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I know that there are, you know, other issues it's more complex than than just saying not.

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But I just want to. I want to throw that out there in the interest of full, full transparency, and that those community members who are on the call have ideas about other other things other possibly because you said Oh, you thought about other solutions

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Yeah, that seems to me to be an obvious one not an obvious one, in the sense that it's the best one, or it's a good one at all, even but just an obvious one to point out to say there is excess

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capacity at those 2 neighboring middle school zones so that's that's really Oh, and the other thing I just wanted to say is that I really appreciate the thought that that went into this and and talking to principles and talking to the

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superintendent. but I also really want to hear from community members, and I don't want us to even if it seems so obvious.

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After all of these years of you know of this school being asked for and getting built, and everything, even if it seems so obvious.

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I don't want to take anything for granted I want to listen to to parents, to community members.

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And and hear what what they what what they want and That's obviously gonna take more work than we can do tonight.

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So I really hope that the zoning Committee and Odp can set up

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You know, events really specifically for getting engagement from parents.

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Other community members on on their thoughts about this, and not decide before

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You know, we get a wide spectrum of members.

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Input: Yeah, thanks, Jonathan. So to the last point in terms of engagement.

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Definitely. our goal is to hear from as many stakeholders as possible.

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When we touch base with principles. It was to a encourage them to tell their community members to come to this meeting, and we appreciate that the Cc.

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Has what public comment on this meeting as a first step, and then also, we mentioned coming to Slt meetings and Pta meetings.

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Any, a 198185 proposal that we do.

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We definitely have a lot of public engagement edges generally.

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We want to hear from as many folks as possible even if there's not a one of those types of proposals.

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I think we to your point about 204 and 10. Yes, that's definitely part of the conversation, and we've heard from Dr.

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Composto and some of the principals we've spoken to, and some from you, all about middle school choice, and how there's a fair and district 30, and there are opportunities for students and families to choose middle schools across

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the district, and I think why we came to this first suggestion is because it again offers as many choices as possible.

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Geographic party. If students are still wanting to go to 125, we've heard that there is definitely from some families interest in not having to cross Queens Boulevard and if families, want to go to 125

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because they had siblings there. they're interested in the programming there, you know, that could potentially remain an option which is something we heard might be of interest.

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And then also you know we're not saying not it's impossible to consider other scenarios.

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I think our our point. and and what we'll come back to is just that until we see how certain things shake out and that zone retention data, it would be hard for us to understand what is kind of the most

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feasible, and we know that certain students live closer to some of the schools.

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You mentioned than others in this area, and really hearing that feedback about you know what is your closest middle school, and what would be your preference, if not not the school. you're already zone to or the new middle school, so just starting

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to understand that a little bit more. is really our goal here, and getting feedback, so that we can understand, like what what is the priority?

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And what what priorities are, what options would families exercise?

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So I think any questions, any feedback any reactions is is what we're hoping to take away from tonight.

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And continue the dialogue with the Cec.

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And and all the other stakeholders that you mentioned.

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I just want to jump in and guess his roommate tool for 10.

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But there's also a little bit of room at 145 to 97%, and 230, which is at 103%.

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So if we move children around, and maybe because I heard from several of the principles that also the children do live closer to those schools, 2, 30, and 145 as well,

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Let me just say that as a parent at is 230, the idea of adding more students to is 230.

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When we really want need more space for our arts programs and science.

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And we need a science loud, and all kinds of other things.

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Doesn't sit well with me and I don't want to speak for the whole school community.

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But but especially if you know to to have to have is 230, or is 1 45.

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Go up to 105 or a 110%, and not.

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And the new school stay below 100 because they get the programs that they want.

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Seems unfair. So let's just yeah and I think one thing i'll say, and I see Dr.

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Composto about to jump in is utilization which you all are talking about is one metric, and we definitely look at footprint and programming and all those things.

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So we also, you know, our goal in. If we were to propose a rezoning would be for no school to be overutilized.

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Of course, you know, depending on on the capacity in the district sometimes that's impossible.

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But there there is definitely capacity in district, 30 and we're that's part of our goal is to figure out how to most appropriately and equitably use it agreed I agree with you Jonathan absolutely we don't want

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to overcrowded any school. But I said, there is some room in there just to be able to move some children in there.

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Yeah. and oh, sorry. Can I just call off one related question, which is

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There is less room in other schools, 1, 26, 1 41.

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But could there be a little bit of that I can't remember what you called it like the step rezoning to try to distribute, to change multiple zone lines, to try to just create a little bit more capacity that way because that

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is not a possibility. I It doesn't seem to me that that would likely do much for us.

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But there is Oh, the skips. Yeah, I mean, skip sounds are one thing, But I think your basic question is, Jonathan, Is there a way to zone this area that will possibly in and maybe dev said this zone some students to the new

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building, and some to some other places. Where there are there are room.

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There is room Absolutely It's a possibility I think what we want to come to you as to well, you but also some of the most of the families that live there. would that be preferred option, or would they rather have kind of

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a chance at the school, because, anyway, honestly, and anyone with your middle school choice system, these families could go to 10 if they want to. right.

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There is room there, and if they chose it they could go there.

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But what we're trying to do is give parents as much choice as possible, while also getting some data that can inform rezoning potential rezoning later in the future. Because we don't you know, Sam talked about why this kind of

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zoning is different than traditional rezoning because retention rates are a little bit wonky right given.

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It's across a major highway. we've heard actually from few people, and we'll want to hear more that switching districts is a big deal right? that you're used to going to district 30 school.

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You you you may not want to go to district 24 school even if it's a perfectly good school, and there aren't geographic barriers.

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So There's all these factors that we're not totally sure of reason.

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We had been thinking. A geographic priority is all these other schools are still options. tens an option.

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125 is an option and it would give those parents all that choice, and give us time to really podium data and do the engagement.

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It's not that we couldn't zone part of it to 10 or something.

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Don't totally have the data yeah Yes, and you can talk more.

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I'll just build on that I mean that's exactly right? I mean there's the the unknown aspect of like how many students will go to the new school is like that also informs how big and I guess you know

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reiterate size response. Yes, we we can definitely think about moving other zone lines and doing a a potential rezoning that would affect, you know, impact more more schools in the surrounding areas.

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If we you know, looking back at the data that I presented if we were to look at the higher retention rates, and and we assume it, Let's say we assume that that would be what will result then with that in hand

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we would make the new the new school zone at Q.

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429 smaller right because we're assuming more students living in whatever area will go to that new school.

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And you know, Obviously the conversation for the 2 K. to sixes plays into that as well.

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But but we we also don't know that it'll be on that high end.

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So it's possible that in that scenario we end up drawing the zone too small.

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And then we filling out the school with as many students in this area, as we potentially could, because now we've zoned some students out of it.

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As a result. so that's you know that's part you know that's the other side of the conundrum of the unknown zone rates, which like I said is part of every rezoning.

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But in this case, like we having a little extra time to see what we think.

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The zoom. retention rates end up being what allow us to draw, you know, if we were to say, have a priority, and then, you know, engage this in a rezoning down the line, Then we could draw that that zone for

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this new school as as big as possible, because we would have more information and hint.

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Are there any other questions from from Council members? there were.

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There are 2 things that I wanted to, I think one huge takeout.

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It seems to be that the if anything, we need more middle school seats, which is probably nothing new.

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But the does she effect that the new school is built will what will barely touch on, basically solving the issue points out to the need for more middle school seats.

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And and we've seen many new and young parents seem very focal about the need to build more elementary schools.

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But it seems that people are staying in New York City and wants to send their kids also to Middle school and after at high school.

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And then the other thing. We just listened to the presentation of Cpril, which we heard a lot about their their way of deeper engagement.

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So i'm just wondering to what extent can we take a page from that, or to what extent are we going to in this case deeper and cage to ask people what are their choices?

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And you know deeper, in a sense, why are they willing to send their kids where, instead of having only the the data?

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Yeah, thank you to excellent questions, and the first one it's more of a data point.

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There are actually access middle school seats in the district as a whole.

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You can see their seats at 10 their seats at 2 of 4.

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So there's we can have a discussion a data discussion about you know where there's a need for more middle school seats, you know, as Jonathan pointed out We there's a scenario if we could zone

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part of the area we've been showing to a different school but to your second point.

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We? This is the very This is the beginning right of this engagement process, You know. we've talked to you all a few times.

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We did try to get the principles, and it seemed like succeeded, because this is a lot of people for a resounding meeting.

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To come to this meeting to hear and we've started talking to the principals.

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We would like to start going to slt means, etc., and do that kind of deeper engagement.

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One thing. this our priority geographic prior, the idea would let us do is to give those parents as many choices as possible.

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So part of the data would be engagement data would be like, you know. What are they actually doing?

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We would, we would see that, and it would give us time to talk to them before doing is rezoning.

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Yes, I think one great thing about having Sepril here is, I know our team has learned a lot. I think.

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Probably the Ccs. learned a lot about just the way they think about engaging.

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Absolutely like. The point is to build by capacity in ourselves in the doe, and take a page from that.

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This the all right idea would give us time if we did a zoning.

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The only way we could do a zoning is to do to cut up that that blue zone we showed into at least 2 possibly more zones.

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The reasons we don't like that is the data reason Sam talked about.

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We don't know the retention, rates accurately as we would like to, so we might not zone enough kids to the new school, and we would have to do it.

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You know, fairly quickly, ish, and so would not give us the time.

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You know, we would do as much engagement. We would do a ton of engagement, but we we really want to talk to 15211, 2 361 to those those communities. and we a few of you have mentioned the truncation conversation

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that is kind of a separate but but related conversation I know there are. There's some sentiment there's a lot of sentiment that the schools want to truncate.

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And I think there's a lot of sentiment that maybe they don't, and we one, as I said this last time we would if we were to truncate it's an a 190 proposal.

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We have legally mandated engagement plus. we like to do more engagement, and especially something like this.

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We would do a lot of engagement. We would have time to do that.

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It would have to be if we were to truncate those proposals would have to be posted by next April.

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You know we'll say. Sorry that's next march at the latest, so we could do a lot of engagement.

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I don't know what the answer to that is right I think we want to figure out we want to talk to people we want to figure out if if people want to truncate schools, if and you know and dr camaso. I think you know we've had discussions.

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About the frozen cause of truncating. I want to give you the opportunity to talk about it.

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I want to keep having that conversation. But this geographic priority would allow us to have that conversation without a real strict timeline.

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Think also one small point that is really important that you all might know. but i'll say it out loud is that new school.

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A new school will open on sixth grade, and then phase up to to eighth grade.

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So you know, seeing that kind of over time and just imagining how folks we know that folks will be interested in this new school.

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It's a new building. it's in the neighborhood and just the the experience of going to a new school that's just opening for the first time, like there's a lot of other I think considerations that will be part of

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the ongoing conversation, and will help us understand what the the demand might be.

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In addition to the quantitative data that, like qualitative piece that I think you kind of are getting at.

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So I just spoke to reasonable of 91, Miss Goodman, she said.

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The priority is for seventh grade only. Okay, we will also get.

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Thank you, Dr. Blas. Do I also want to talk to our colleagues in enrollment, to understand more just operational we how that works.

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But thank you for we're doing that if there are no more questions from the other Council members.

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Then i'm, and i'm apologized to everyone we were really trying to do a hard stop at at 8 30, but at the same time I mean, the engagement is so important.

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And so many people took the time to call in So what I first want to do is ask if there are any attendees in the zoom room who want to raise their hands to either comment or ask a question.

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There I see, and Megan Cerrito, please go ahead and amuse yourself. Hi! thank you.

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You know. I just want to actually it's first qualify that i'm speaking for myself as an individual and a parent in district 30. you know, and I want to qualify or sorry I want to you know back up what Deb.

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Alexander said regarding the promises that were made regarding this middle school, and the family said it isn't it was intended to serve in terms of the outreach that was that took place over the course of many years and that there is,

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a trickle down effect where immediately You're already getting questions how it relates to Hunters Point middle school and other middle schools in the area, because, as the doe goes into our communities promises are made and then literally 5 and 6

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years later. the doe is coming back and saying no we didn't mean that, or things change, or well, that's not official.

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So you have a real credibility problem here, and that goes with the zoning that you know we're talking about in Western Queens as well.

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Promises have been made over the course of the years. families in around that middle school were told that their children would have seat at that school; That school did not come about because the school construction authority did a study and determine that there was a need there

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it came about because of advocacy from families. Again, I just want to say there is a real credibility problem, and we can all kick the can down the road, and we can all talk about how it.

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Was someone else at the Doe 5 years ago that made these decisions or put the plans into motion.

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But here we are. So I think there needs to be a deep and robust discussion about fulfilling promises to the families that were counting on this middle school.

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If anyone anyone interested in responding to this or yeah I don't have a huge response except good point.

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I, you know I think none of us were at none of us.

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Were at Odp 5 years ago. but your point is well taken.

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This is a doe. This is doe we can I don't know.

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We can promise to go back, and I don't know look into we could talk to the Sa.

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We can. We can do some of our investigation to what happened.

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We can do that. But but here we are now, with the numbers in the data that we have.

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Well, I just want to you know I want to say that there's a real scarcity mindset, and that's what you're seeing in the discussion around the rezoning. and Western queens to ambition exactly why because

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parents see that several years ago they were quote unquote promised school seats, and then, as time goes on, it's taken away.

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So whatever you guys are saying today, parents do not feel like it is credible whether it's rezoning or middle school construction.

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We all know there need to be more middle schools constructed.

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We all know that parents in the court square have been asking for a school for literally years we're not getting responses.

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And now, when we do get something that actually is completed, it is not what we had asked for.

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The community had asked for, but more importantly it's not what they needed.

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They need more seats. Yeah, no, I I hear the parallel, and I listen.

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Lack of distrust is is loud and cleaner here.

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So this isn't gonna satisfy you I don't think that.

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But there is a world is is, you know, people brought up where, if if this, if this parents in this area want a zone school in district 30, we can do that.

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We were we I just don't want to do it without some engagement, because I don't know if we cut off some part of the area of interested Zona to 10, and we'd have to do run the data and the

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numbers. Is that what parents want more than honey geographic priority and having a shot at the school? I don't know. and I want to know that before we do it, So that's what we're trying to figure out like

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what are the priorities? I mean practice, not parties in the way of speaking?

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What are the preferences of this community okay i'm thanks, Zai.

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I'm going to move on to the next question burns has her hand up.

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Hi, everyone I want to say thank you for everyone on the call tonight, because I know that it's hard to hear these, you know real emotional responses for us parents, and I know that it's not necessarily your call on a lot of these

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things, but I think it's good that we're having this discussion.

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Now. I'm one of the parents who is on slt at 150, and I know one of the priorities has been in the past, that we do hold on to our sixth graders that they have a local place to go

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to but because of that we haven't been able you know to do things like Threek and some other things that would be really helpful for our community as well.

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And we just can't do it without those seats So and so. I had also listed my questions in the Q.

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And A. so we can check those off if we can talk about them.

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Now. when we're looking at that map, I want to echo. what Deb had said about the map, including 361, which I believe is currently zoned for 10, Is that correct?

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Part of it is owned for is 10 and part of it is zoned for is 1 25.

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It's not the way our middle school zones zoning is not like mutually exclusive between elementary school and middle school.

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So some elementary school zones are split across different middle schools, and 360.

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One is one of those schools. Okay, and I mean i'm just looking at the map and seeing how there are real geographic lines here like we have a whole area of Blissville.

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There that seems much more attached to 125 than the rest of sunny side.

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There, you know like you're looking at it and you're just thinking you know how you're walking to school, and how your children are walking to school, and how you you see how these are There whereas you see the lines there for 100

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and 50, and Ps. 11, and how they are aligned with the middle school that we're talking about, and I want to echo the idea of the scarcity mindset ideally.

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Everybody who's in an unzoned area right now would be able to go to a fresh new school.

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But the reality is, that spot was not big enough, for that.

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That spot was big enough for the local elementary school children.

02:13:39.000 --> 02:13:52.000

That is a pretty small area. I echo the idea that geographic priority sounds great, but could be changed very quickly, whereas a smaller zone is harder to change.

02:13:52.000 --> 02:13:58.000

And then, if there happened to be miraculously extra seats, unzone children could go there or other zone.

02:13:58.000 --> 02:14:07.000

Children could go to that school. that's my understanding just for my daughter had to leave our area to go to Middle School to stay in District 30.

02:14:07.000 --> 02:14:13.000

She went to a school in Historia. Ideally she would have been able to walk to school the way she did when she was a Ps.

02:14:13.000 --> 02:14:18.000

150. So I mean I think we're we're echoing a lot of the sentiments that you've already heard.

02:14:18.000 --> 02:14:22.000

But I just wanted to make sure that I ask those questions.

02:14:22.000 --> 02:14:28.000

Yeah. and and this is exactly what we want. to Do was to like to hear from people about.

02:14:28.000 --> 02:14:35.000

They're really as I see it Well, there might be more but there's 2 kind of real obvious options.

02:14:35.000 --> 02:14:42.000

One is our geographic priority idea, the other is to draw a few, you know, to split that area into a couple zones.

02:14:42.000 --> 02:14:48.000

I just am not sure if people that got zoned out of 429 would be happy or not.

02:14:48.000 --> 02:15:03.000

I suspect not so we wouldn't want to do that without being a clear line, would let parents know their reality, and not the wishful thinking of everybody being able to fit where it doesn't seem like that's a reality.

02:15:03.000 --> 02:15:07.000

Yeah, and it's exactly the kind of thing we want to know, and we would engage on.

02:15:07.000 --> 02:15:14.000

I just i'm not sure yet. I we've had some inklings that that might not make people happy.

02:15:14.000 --> 02:15:25.000

Oh, yeah, So anyway, that's exactly the kind of thing you want to have talk about, or I just wanted to. , I just want to make sure that you understand that people will not be happy regardless.

02:15:25.000 --> 02:15:31.000

But I do think that people will respect a decision that gives them the reality of the situation.

02:15:31.000 --> 02:15:41.000

Okay, Yes, thank you. i'm sorry for interrupting I just wanted to clarify that we would like to give as many people as possible some time.

02:15:41.000 --> 02:15:52.000

So everybody has 2 min. the timer the Jonathan has doesn't work properly, so can you afford it for others, for those who still have questions.

02:15:52.000 --> 02:15:58.000

Try to ask your question within the 2 min so that it doesn't become a conversation.

02:15:58.000 --> 02:16:09.000

No, It's It's not a problem next one up and thank you, Kristen, for your for your question. next one up is Sean Mcgann.

02:16:09.000 --> 02:16:18.000

Sorry. Okay, here I am. Can you hear me now? Yes, Okay, Sorry about that.

02:16:18.000 --> 02:16:24.000

So I had it on mute so I think it's always been a question of geography.

02:16:24.000 --> 02:16:30.000

Some people on the call know me. It was actually my wife and I who started this whole thing by asking Dr. Composto.

02:16:30.000 --> 02:16:35.000

Hey? years ago. what about a middle school? it's always been a question of geography?

02:16:35.000 --> 02:16:43.000

So my question is, have you guys looked at just zoning it in the box that gets created by Northern boulevard?

02:16:43.000 --> 02:16:59.000

Bqe Queens boulevard, and 30 ninth Street, because that's the square that houses east to west 1, 52, 3, 6111, and 1 50.

02:16:59.000 --> 02:17:10.000

If you did that box That's where kids can easily walk to, and a lot of kids in that area are I believe, would still want to go to.

02:17:10.000 --> 02:17:20.000

We are Armstrong a hunter's point Wagner young women's academy for girls back a lawyer for kids to test in drawing up green.

02:17:20.000 --> 02:17:30.000

So I'm Wondering if You've just thought about that because the blue line that we showed does have a big section of southwest of of Queens Boulevard.

02:17:30.000 --> 02:17:35.000

The team is very natural to head to 1 25 so I don't think that's leaving it on out.

02:17:35.000 --> 02:17:40.000

I think it's just pointing at geography and to go to the building to a few people on this call.

02:17:40.000 --> 02:17:47.000

No, the building was deserted. There was a big debate a bug. historians about how important it was it.

02:17:47.000 --> 02:17:55.000

It is too small. it's always been too. small but it was available, and it's sorted to some people's eyes hit 2 birds with one stone.

02:17:55.000 --> 02:18:02.000

It got rid of a building that was deserted for years and years and years, and supply the middle school.

02:18:02.000 --> 02:18:06.000

But yeah, it was probably always small from from day one

02:18:06.000 --> 02:18:13.000

So. Anyway, my question is, have you looked at the zoning of the natural boundaries that you're created by Northern Boulevard Bq.

02:18:13.000 --> 02:18:24.000

Against Walmart and 30 Ninth Street, I think.

02:18:24.000 --> 02:18:31.000

Yeah, I we haven't looked at that specifically but I think if we were to proceed with

02:18:31.000 --> 02:18:38.000

You know, looking at potential zoning scenarios right now in the near future, or if we were to look at them.

02:18:38.000 --> 02:18:49.000

You know, after the school opens, if we wanted to see what you know what the Zone retention rates look like.

02:18:49.000 --> 02:18:58.000

First we would absolutely look at that. and a question that we always ask is about willingness to you know.

02:18:58.000 --> 02:19:04.000

Cross, Major, you know roadways, or whether something matters sometimes that does.

02:19:04.000 --> 02:19:21.000

Sometimes it doesn't we would look at distance to school and all of those factors, and you know you're right looking at it geographically in this area, you know, obviously the entire area has the these rail lines to the North has some

02:19:21.000 --> 02:19:29.000

unique features that we would look within it I think it's a very clearly defined geographical area that people have been sending their kids out of for some 60 or 70 years.

02:19:29.000 --> 02:19:34.000

That's Why, they're such a popularity ideas like late a second.

02:19:34.000 --> 02:19:40.000

I don't have to send my kid on a bus or I train unless it's a very desired school.

02:19:40.000 --> 02:19:47.000

So that's I think where the the high demand is coming it's it. isn't a very I don't know how it is.

02:19:47.000 --> 02:19:54.000

Rest obviously must replace it in the city. but to me It's always been a very obviously defined area by geography.

02:19:54.000 --> 02:20:00.000

Can I? just? I just want to. Sorry I just want to.

02:20:00.000 --> 02:20:06.000

I just want to say that I have a feeling, and I hope that Rdp. can look at this.

02:20:06.000 --> 02:20:19.000

But the areas. John, that you're talking about you know southwest of, or west to the west of that area are pretty sparsely hot food, so I could be wrong about it.

02:20:19.000 --> 02:20:23.000

Celtic is a Celtic park, though is it?

02:20:23.000 --> 02:20:27.000

78, I think. Okay, it's celtic park that's actually a lot of people.

02:20:27.000 --> 02:20:31.000

No no no no this is we're not that's that's 24.

02:20:31.000 --> 02:20:35.000

That's 24, yeah i'm looking at 78 by the area for 70.

02:20:35.000 --> 02:20:40.000

If it's orange is that just to 30 yes that's district 30.

02:20:40.000 --> 02:20:48.000

We have looked at the students in this area that that area and saw that a there aren't.

02:20:48.000 --> 02:20:56.000

But you know many students in that area. The students who live in that area tend to go to 78, which is their elementary school option.

02:20:56.000 --> 02:20:59.000

Then they have the priority for middle school there. So, Mr.

02:20:59.000 --> 02:21:07.000

Regan. Thank you for your feedback and in terms of like population, density and zone lines and geographic barriers.

02:21:07.000 --> 02:21:20.000

That's definitely when we do a rezoning process we come with maps, and we have ways to kind of show density and all the things you just asked about. So we can explore that and continue I think right.

02:21:20.000 --> 02:21:25.000

Now we're listening, listening verbally. and then we can show it on a map.

02:21:25.000 --> 02:21:33.000

If we get to that point, and I think one thing we wanted out of this meeting, we're getting it, and we'll keep listening.

02:21:33.000 --> 02:21:48.000

Is, we weren't sure actually at the beginning of the night would people prefer a geographic priority, or when people prefer drawing this area

into 2 different zones, it sounds like some of each some you know but that's one thing we want to

02:21:48.000 --> 02:21:54.000

really we want to hear about Okay, i've had my 2Â min.

02:21:54.000 --> 02:22:04.000

Thank you and thank you for your question. The next is Nicole Mcquire. Hi.

02:22:04.000 --> 02:22:10.000

I to put my questions in the chat because I actually have to leave for another meeting?

02:22:10.000 --> 02:22:15.000

But i'll just kind of say my comments very quickly I'm.

02:22:15.000 --> 02:22:29.000

A parent at 361 i'm a former Slt and pta member, and I just want to mention that 361 has been left out of the discussions and the decisions for a lot of things because we're

02:22:29.000 --> 02:22:37.000

usually an afterthought we're relatively new school and I feel that the conversation is always heavily centered on Ps.

02:22:37.000 --> 02:22:42.000

11 and 150. We are geographically steps away from Ps.

02:22:42.000 --> 02:22:47.000

11, and yet it's being suggested that we be shut out of this new middle school.

02:22:47.000 --> 02:22:56.000

I don't understand why, particularly when for hunters point school there are cats that are held for Ps.

02:22:56.000 --> 02:23:00.000

11 students in Ps. 150 students, but not for 361 students.

02:23:00.000 --> 02:23:06.000

I may be incorrect, but but from my knowledge, only 2 students from 361 guidance to Hunters Point.

02:23:06.000 --> 02:23:13.000

So you know we need options, too, and I hope that people can consider that we have opened ourselves and our doors up to Sunnyside families through 60.

02:23:13.000 --> 02:23:24.000

One, and you know many of the families that come to 361 are from Sunny Zone, and they eventually will want their children to be able to go to this middle school. as Well, and we shouldn't be shot out of the conversation so I guess

02:23:24.000 --> 02:23:38.000

i'm one of those parents that whereas I see deb's point, and kristin's point about this whole, you know not zoning being very up in the air and you know not something that is solid I understand

02:23:38.000 --> 02:23:44.000

that point. but zoning just for 11 and 150, is going to aggravate a lot of parents, and hurt a lot of parents, too, in the community.

02:23:44.000 --> 02:23:50.000

Those of us in 361 we've graduated our first class just recently, and we're continuing to grow.

02:23:50.000 --> 02:23:57.000

We have a good number of special ed students we have a good number of second language learners, and we need spots in schools as well.

02:23:57.000 --> 02:24:03.000

So please don't shut us out of the conversation is all I'm asking Thank you. Thank you.

02:24:03.000 --> 02:24:10.000

Heard heard that. Thank you. Thank you very much, Nicole.

02:24:10.000 --> 02:24:18.000

Next is Krista Giuliani Krista.

02:24:18.000 --> 02:24:37.000

You cannot meet yourself. Hello! Can you hear me? Yes, we hear you.

02:24:37.000 --> 02:24:51.000

Okay. Great. Hi: Yeah. Well, I have moved out i'm still in the zone, but I have moved to another part of district 30 and but my son is at Ps.

02:24:51.000 --> 02:24:58.000

150. Would I have any kind of advantage to get into this middle school, because my son is already at Ps.

02:24:58.000 --> 02:25:11.000

150. So, depending on what we do but if if we do a geographic priority in 100 fiftys in that priority, or if we zone, and what if these part of that zone?

02:25:11.000 --> 02:25:18.000

Yes, since he's there he has priority of it as other one katika do no matter where you live.

02:25:18.000 --> 02:25:28.000

Okay, Okay, Thank you for the next. a question or comment. Nicole Mcdonald.

02:25:28.000 --> 02:25:58.000

Hi! can you hear me? Yes, go ahead. You keep stating that there are parents that would like to see this geographical priority versus zoning.

02:26:04.000 --> 02:26:08.000

But the area in the past I mean i've lived here all my life.

02:26:08.000 --> 02:26:11.000

46 years. I wish 125 because I didn't have his own school in my area.

02:26:11.000 --> 02:26:16.000

My son went to 141 because he didn't have a zone school in this area.

02:26:16.000 --> 02:26:23.000

My current son is in first grade I would like him to have the ability to go to a school that's in his zoned area.

02:26:23.000 --> 02:26:31.000

I would like a guarantee, and most of the parents in this area were part of the Advocacy group that got this school put into place.

02:26:31.000 --> 02:26:37.000

To begin with, we were promised that there was going to be guaranteed seats for our kids, and now we're being told.

02:26:37.000 --> 02:26:45.000

Well, there's a geographical priority my kid my older son got into 141 because of a lottery system because he applied there.

02:26:45.000 --> 02:26:51.000

Other people could do the same thing with this school but in the Meantime I want my son to have a guaranteed spot in the school.

02:26:51.000 --> 02:26:59.000

That's within his community. in his neighborhood where he can stay amongst his friends and everybody else that's in this community we haven't had his own school.

02:26:59.000 --> 02:27:12.000

We're entitled to his own school I don't understand why it's even not being looked at from from what we were promised like my question is, if it were promised something why would you then Go back?

02:27:12.000 --> 02:27:28.000

On it. And if it's something that is as simple as zoning, and then other people can apply if they want to go, Why wouldn't that be the opportunity? yeah, just quickly, we have not we are not we have not settled on Jack graphic priority or zone?

02:27:28.000 --> 02:27:44.000

That's what we're trying to to talk to folks about and and see The reason really the decision we have to make is, do we give everyone in that area we outlined a shot at this you know an equal chance at this new

02:27:44.000 --> 02:27:47.000

school? or do we zone some of that area to a different school?

02:27:47.000 --> 02:27:51.000

That is really those are kind of our own. Well, the way that I look at It is my son.

02:27:51.000 --> 02:28:04.000

He's in 150 now, so if he and i'm on the SlT board, as well, and we would love for you to come, so we could further discuss this but he's he's currently in first grade he will

02:28:04.000 --> 02:28:05.000

probably go until sixth grade if he is not given that zoneed option.

02:28:05.000 --> 02:28:13.000

Chances are he's not going to get a spot in the school that's literally down the block like this is not.

02:28:13.000 --> 02:28:25.000

It. This is what we were promised. this is what we were told that you know you could have the opportunity for your child to remain in the school that he's in until sixth grade, and he would automatically truncate over to

02:28:25.000 --> 02:28:37.000

the new school for seventh grade now, i'm going to have to either make the choice to pull him out of his sixth grade class, you know, in fifth grade, so he can get a guaranteed spot in

02:28:37.000 --> 02:28:42.000

the school down the block. it's just not fair they were promised something.

02:28:42.000 --> 02:28:45.000

We were promised something. we made the choice to stick with 150.

02:28:45.000 --> 02:28:56.000

Because of this promise, and now it's being taken back okay I would like to hear from the from the next.

02:28:56.000 --> 02:29:12.000

Community member with the hand race that's Deborah Deborah, you are allowed to talk. Hello, Good evening, everybody.

02:29:12.000 --> 02:29:20.000

Can you hear me? all right? Yes, My husband spoke earlier.

02:29:20.000 --> 02:29:38.000

And yeah, I was the 2 of us, plus another neighbor, really got behind putting out the petitions, doing the marches, and proving to the city that there was a need, even though all the numbers have been there this whole time.

02:29:38.000 --> 02:29:47.000

I I do want you guys to consider that Northern boulevard is the dangerous boulevard.

02:29:47.000 --> 02:29:58.000

That is where Vision was born from from a death of a young boy that died 2 days or 3 days before Christmas.

02:29:58.000 --> 02:30:03.000

And and the whole city is now at 25 miles an hour.

02:30:03.000 --> 02:30:12.000

Because of that death, and there's been at least dozen or so deaths on that that corridor.

02:30:12.000 --> 02:30:16.000

So the safest crossing is Queens Boulevard

02:30:16.000 --> 02:30:31.000

So there are wonderful things about is 1 25 now that it has it's anics, and it no longer has fifth graders in it.

02:30:31.000 --> 02:30:45.000

I just we're seeing improvements in the districts But obviously the kids are growing faster than the schools are being built, And hopefully, you can see that there's new space just 2 blocks away.

02:30:45.000 --> 02:30:52.000

That's owned by the department of transportation and that could be an annex for future growth.

02:30:52.000 --> 02:31:02.000

But it I do lean towards the zone it's 161361.

02:31:02.000 --> 02:31:18.000

They need it. in my kindergarten, my kidney gardener, who inspired me to to advocate for this, had twice as many kids in her kindergarten classroom, and then was by building code.

02:31:18.000 --> 02:31:33.000

So we don't want to go back to those days. Please share these numbers and know that we need to build again. thank you so much, everyone, for all your efforts towards this project.

02:31:33.000 --> 02:31:45.000

Thank you. Thank you. Thank you, Deborah. Thank you.

02:31:45.000 --> 02:31:54.000

Next speakers can Min. Hi! Can anyone hear me? Yes, you can go ahead.

02:31:54.000 --> 02:31:59.000

You mentioned earlier. and first of all, thank you for hearing the community.

02:31:59.000 --> 02:32:05.000

You mentioned earlier that you've been speaking with some area principals I'm.

02:32:05.000 --> 02:32:10.000

Imagining that that would include Ps. 11100, 5,361, and maybe some others.

02:32:10.000 --> 02:32:22.000

Could you share what their sentiments were, and if they had a preference whether that would have been for geographic priority or zone? my daughter goes to 150, and I think I have a good sense of what

02:32:22.000 --> 02:32:26.000

the principal's opinion is on this but i'd like to know if you could share what you've heard.

02:32:26.000 --> 02:32:34.000

Thank you. Yeah, and i'll say we were talking to them as the start of It's the start of a conversation right?

02:32:34.000 --> 02:32:40.000

We really wanted to hear from them a few different things we didn't.

02:32:40.000 --> 02:32:46.000

We actually did not ask them that direct question, because we wanted to hear a little bit more generally.

02:32:46.000 --> 02:32:51.000

You know. What is it like to have a K. to 6 school? Where do your students go?

02:32:51.000 --> 02:32:58.000

What you know we part of this data that we're you know salmon, Christina have hard data at her numbers.

02:32:58.000 --> 02:33:01.000

We're also trying to figure out the retention rate through some qualitative data.

02:33:01.000 --> 02:33:07.000

Some of our conversations are just like, Do you think you know your students would go to a school?

02:33:07.000 --> 02:33:13.000

You know how how likely are they to go to this new building versus 125?

02:33:13.000 --> 02:33:24.000

Just to try to narrow down the retention rate we didn't. Really, exactly. We didn't directly ask them the question we're talking to you about understood Yeah, and I can say that without asking just essentially getting a message that I

02:33:24.000 --> 02:33:37.000

couldn't respond to the message that was pretty clear at least in my read, and I think i'm a pretty good read on these things that that there there should be a preference. there should be a guarantee so a

02:33:37.000 --> 02:33:48.000

zone. Yeah, yeah, no I mean I hear you the the decision we all have to make is which of the if we can just take care to school.

02:33:48.000 --> 02:33:50.000

That'd be easier right? But if we can't what is it?

02:33:50.000 --> 02:33:54.000

What is a decision to make that is a that's a discussion. we're having. Thank you.

02:33:54.000 --> 02:34:05.000

Yeah, thank you. appreciate it. Think you can in the interest of time. I will give the floor to 2 more people who have raised their hands.

02:34:05.000 --> 02:34:17.000

Then I will ask if there is anyone left in the translation room, and after that I will get the floor to Michelle, who will go over.

02:34:17.000 --> 02:34:21.000

I think she found 3 more questions that come out of the Q.

02:34:21.000 --> 02:34:25.000

And a so next one up is Catherine Catherine.

02:34:25.000 --> 02:34:29.000

You can speak. Yes, hi I am also a Ps.

02:34:29.000 --> 02:34:33.000

3, 61 parent, and I want a second. What? Nicole said.

02:34:33.000 --> 02:34:43.000

That might son was the graduating class, he said to 91 now, but the split zoning, I think, caused a lot of stress for the parents.

02:34:43.000 --> 02:34:47.000

And I will also second what Sean and Deborah said.

02:34:47.000 --> 02:34:50.000

Northern Boulevard is a problem it's not just Queens Boulevard.

02:34:50.000 --> 02:34:53.000

I know that was very stressful for a lot of the parents.

02:34:53.000 --> 02:34:57.000

Who had to go to the other school on the other side of

02:34:57.000 --> 02:35:05.000

You know of the zone. so I I really agree with the idea of down the road.

02:35:05.000 --> 02:35:12.000

You know a a zone where that is bounded by Northern Boulevard Queens Boulevard.

02:35:12.000 --> 02:35:23.000

The Bqe. like all that that it's a natural area that you know people stay in and feel safe and and don't have to cross these big boulevards with little children,

02:35:23.000 --> 02:35:33.000

And I want to support the geographic priority option while we figure out what people will and will not do.

02:35:33.000 --> 02:35:38.000

I promises aside that this is the situation we're in I think we have to be practical about it.

02:35:38.000 --> 02:36:03.000

That's awesome. thank you you're muted esther i'm sorry it's getting late, I was thinking Catherine, and I was going to say, Sarah, You're Europe next your turn to speak Hi good evening.

02:36:03.000 --> 02:36:09.000

Yes, i'm from Tristram one Q. and I heard that you know you want to hear from parents.

02:36:09.000 --> 02:36:22.000

Yes, I have to complain a little bit, because I was in the meeting last month day, and I mentioned about 61, and I can see that it's not being, you know, being part of the conversation, and even a little receive any comment from any Grant anybody

02:36:22.000 --> 02:36:29.000

in from you who was attending, which I was very upsetting, because seems like not even listen to me.

02:36:29.000 --> 02:36:38.000

And again, you see, and being a stress is the first time because my career was 2 reissone from 152 to this school.

02:36:38.000 --> 02:36:55.000

And now I am going again and it's a lot So it please be, make this to one parameter M. 2, I guess, and even the the that you have some big know that the kids they go to one the are your 10 the time. you've been talking about

02:36:55.000 --> 02:37:04.000

it? and no, we have 125 my kid goes in there, and I didn't know that was part of the district 24, and to regard it, which is very upsetting.

02:37:04.000 --> 02:37:15.000

Yes, I have into. I mean the 2 districts now and the other thing, you know, when we went right now we got a Metro car need to train when they get older.

02:37:15.000 --> 02:37:27.000

Don't get the train They just get a bus which is very complicated because of us is, they take too long, So that gives the time to be late, because they don't have the access to have either way, whatever is better that time trade or

02:37:27.000 --> 02:37:35.000

even bus. Thank you very much. Thank you. I just, I just want to say very strongly, 360.

02:37:35.000 --> 02:37:41.000

One is absolutely part of the conversation. The engagement We spoke to the 361 principal.

02:37:41.000 --> 02:37:46.000

We fully intend to come talk to the 361 school communities just like we talked to the other ones.

02:37:46.000 --> 02:38:03.000

Yeah, Jonathan. Yes, yeah. I just I just want to say something about Northern Boulevard because this has come up a couple times, and I think this issue for us all to talk about.

02:38:03.000 --> 02:38:14.000

We have a lot of schools all the way across the district who, zealous, stand north and south of of Northern Boulevard.

02:38:14.000 --> 02:38:20.000

Is 145 hi it's <unknown> Ts.

02:38:20.000 --> 02:38:27.000

152 and i'm sure there are others I should be too sure.

02:38:27.000 --> 02:38:33.000

But there it's a lot of kids a lot of kids are crossing Northern Boulevard.

02:38:33.000 --> 02:38:43.000

And think that we we can push if we want to you know, build more schools, so that kids don't have to cross.

02:38:43.000 --> 02:38:47.000

But I also think in the meantime, and maybe permanently.

02:38:47.000 --> 02:39:02.000

We really need to, You know, if if the the safety improvements that have been made on Northern Boulevard are not sufficient for kids to cross, going on their own to school, and we need to talk to dot talk to the City

02:39:02.000 --> 02:39:09.000

about improving that further, because, as it is, there are, you know, many hundreds of kids.

02:39:09.000 --> 02:39:18.000

If not, you know over a 1,000. you know thousands of kids who are crossing Northern Boulevard across the district, and we can't in any.

02:39:18.000 --> 02:39:23.000

There's no there's No scenario where we can we can change that anytime.

02:39:23.000 --> 02:39:34.000

Soon, so if there are still safety issues, we should really push to address those.

02:39:34.000 --> 02:39:52.000

Thank you, Jonathan. from raising that point I don't have to go to the translators because I'm assuming that there was no one left, So the last thing here is to give the floor to Michelle there

02:39:52.000 --> 02:40:06.000

were many, many questions and answers in the Q. and a sorry questions and comments, for sure we will share with Odp, with which all of us what was written in The council.

02:40:06.000 --> 02:40:10.000

Michelle will go over some of the main, I think.

02:40:10.000 --> 02:40:17.000

She picked out 3 before we we finish finish this. this meeting, Michelle.

02:40:17.000 --> 02:40:23.000

Surely thank you. Many of many of the speakers, many of the the participants.

02:40:23.000 --> 02:40:33.000

Who spoke also into comments and they read a number of them centered on basic stuff a number of what were just comments.

02:40:33.000 --> 02:40:38.000

And as Esther mentioned, we're going to share that with you guys, so you can see the comments.

02:40:38.000 --> 02:40:52.000

I want to do everything. but I only found 3 that I thought we needed repeating one consistently, which actually repaired clip into the chat was how I find out what my middle what's middle school in my zone for and she

02:40:52.000 --> 02:40:59.000

put that find my school currently in the chat I just wanted to mention that up front that you're already highlighting that football, so they just look in the chat.

02:40:59.000 --> 02:41:07.000

They can find a link to find my school. But one thing that folks were asking about is to kind of clearly define what is geographic priority.

02:41:07.000 --> 02:41:11.000

The term is floating around, and so, just you know, just lay it out.

02:41:11.000 --> 02:41:18.000

Tell them what that means to you to them, and in conjunction with that, what do you mean by truncating 150 and 111?

02:41:18.000 --> 02:41:26.000

I mean Ps 11 i'm sorry and that was were the only ones that I found still outstanding gonna take those river.

02:41:26.000 --> 02:41:33.000

Sure so truncating which we're talking about is he s 11 and Ps.

02:41:33.000 --> 02:41:38.000

150, as was mentioned, Arka to 6 schools, and traditionally elementary schools are K.

02:41:38.000 --> 02:41:53.000

To 5, and middle schools are 16 to 8. so something that has been part of this conversation is removing the sixth grade at those 2 schools as a way to create more kind of educational continuity, and for students to go to middle school

02:41:53.000 --> 02:42:07.000

at sixth grade definitely something we can continue to talk about I think we've heard mixed feedback on that, and we would engage those 2 communities, and that is not exclusive to the planning for this new middle school, so i'll say

02:42:07.000 --> 02:42:22.000

that truncation means making the grade smaller so we're moving the sixth grade and that's going to be an ongoing conversation, and has not been a decision that has been made yet priority is so a geographic

02:42:22.000 --> 02:42:36.000

priority means that first priority, the seats that are available at a school go first to the students that live in the area that's defined by that priority, and then second to whatever the next party is which in this case would be the rest of district

02:42:36.000 --> 02:42:42.000

30. a zone is an entitlement where if you live at A, and that does go by address.

02:42:42.000 --> 02:42:59.000

But again, it's a first priority a zone is an entitlement that if you live in a certain area, you are guaranteed to see to a school where possible and then zone schools that their zone is too big if they do not

02:42:59.000 --> 02:43:09.000

get a zon seat, they are capped and overflowed elsewhere, whereas a zone priority you don't get Captain Overfoot you.

02:43:09.000 --> 02:43:14.000

Your first choice would be this school you indicate first if the priority were the school in this area that we're talking about.

02:43:14.000 --> 02:43:18.000

And then your your second choice school would be your your next priority.

02:43:18.000 --> 02:43:21.000

And we can continue to kind of flush that out and give examples.

02:43:21.000 --> 02:43:30.000

I know that there's it's kind of hard to distinct, because they both have to do with address, and where you live.

02:43:30.000 --> 02:43:35.000

But one is a guaranteed entitlement, and one is a priority.

02:43:35.000 --> 02:43:44.000

And then you go through the other priority, buckets and all those are actually outlined existing priorities on my schools.

02:43:44.000 --> 02:43:48.000

Which was, I can put that link in the chat again.

02:43:48.000 --> 02:44:06.000

If you type in your address, you can see what you're what schools priorities are, Reba can you talk about how kids are seated in his in his own? in a priority like, If if everyone wanted to go how do they determine who who

02:44:06.000 --> 02:44:11.000

goes in a geographical priority situation a priority.

02:44:11.000 --> 02:44:21.000

If you put your your the place where you have a priority as your first choice. that would be a It would be a lottery within the within the priority area.

02:44:21.000 --> 02:44:28.000

Enrollment actually has a good video which i'm going to try to find the link and put in the chat.

02:44:28.000 --> 02:44:32.000

If I can't find it quickly enough i'll send it to Gail, and maybe she can send it out.

02:44:32.000 --> 02:44:40.000

But it explains in like very to me understandable way with like video and pictures, how a priority works.

02:44:40.000 --> 02:44:53.000

That's it. If what we're saying is not that clear because it's It's a complicated concept It looks like all questions.

02:44:53.000 --> 02:45:00.000

Not all questions were answered, but the questions that oh, wait!

02:45:00.000 --> 02:45:21.000

I see something else. the just see that there's a need to read all the code all the comments that are that are still left open.

02:45:21.000 --> 02:45:26.000

Michelle, do you want to go ahead and read the outstanding comments?

02:45:26.000 --> 02:45:34.000

I want to start, and I will please excuse me you're gonna rush a little bit.

02:45:34.000 --> 02:45:41.000

I'm just gonna start from the top cause it's it's hard to to tell what has been answered and what has not answered.

02:45:41.000 --> 02:45:44.000

Okay, So i'm gonna read them down and I what i'll do?

02:45:44.000 --> 02:45:55.000

Is that A pause after each 5 and you'll tell me whether or not you have responded to them, or you think you responded to them? or if there was something new. raised.

02:45:55.000 --> 02:46:02.000

Is that Okay, we're we're trust we will take your lead.

02:46:02.000 --> 02:46:05.000

Okay, so it says in the paint zone. but outside the blue zone.

02:46:05.000 --> 02:46:13.000

But the blue line it's district's 30 not sure that middle school, what middle school i'm in my tacos of Ps.

02:46:13.000 --> 02:46:17.000

150. currently could there have been a priority based on what?

02:46:17.000 --> 02:46:23.000

What what school he goes to it's also the comment there should be a zone school.

02:46:23.000 --> 02:46:39.000

The school is a 10Â min work from transportation, asking children families with stone throat to walk to transportation and commute to us school far from home, which feels safe doesn't make sense, not to mention enjoying construction,

02:46:39.000 --> 02:46:50.000

surrounding our homes. day in and day date homes day in and day out to now live in school area, but to potentially to access the ability to benefit

02:46:50.000 --> 02:47:04.000

I'm gonna skip down because you made several comments there's some corrections to what we said regarding Northern boulevard, my child crossing on the mountain more than boulevard to go to threek

02:47:04.000 --> 02:47:09.000

and her pain backpack. What alcohol was run over by a car making a reckless turn.

02:47:09.000 --> 02:47:13.000

It was lodged under the car and dragged multiple blocks.

02:47:13.000 --> 02:47:17.000

So, whatever safety improvements they have made are still not sufficient.

02:47:17.000 --> 02:47:22.000

We see drivers running lights and making illegal turns on a daily basis.

02:47:22.000 --> 02:47:27.000

We had a speaker who spoke to her question i'm gonna skip the ones I can remember.

02:47:27.000 --> 02:47:41.000

I'll go through the bottom line. is geographic priority is a lot of your system, and the only way to guarantee your child's spot in your neighborhood school is consuming Please include Ps 361

02:47:41.000 --> 02:47:48.000

in the news in new school this one is the most nearest by distance, as parents consider our schools.

02:47:48.000 --> 02:47:55.000

Okay, now, those are the ones that I have left open.

02:47:55.000 --> 02:48:03.000

So I I think we answer them all in in other comments If someone thinks we didn't happy.

02:48:03.000 --> 02:48:21.000

We have to give joking and the others i'm pretty sure that you responded to them. I was gonna say folks are still on the line if they want to to say not me right now when i'm scrolling the line please,

02:48:21.000 --> 02:48:33.000

do so. I can see you're not me okay and for for sure we will.

02:48:33.000 --> 02:48:44.000

We will share this with Odp. Just sorry. I asked her one last thing I know we didn't really talk about.

02:48:44.000 --> 02:48:47.000

We talked about the definition of traffic. we did not really delve into the the policy issues.

02:48:47.000 --> 02:48:50.000

I don't think we're gonna do that at 9 30 at night.

02:48:50.000 --> 02:48:55.000

But as many of you point out, we need to come back and do that.

02:48:55.000 --> 02:49:00.000

So we will I don't think now is the time but up to you all.

02:49:00.000 --> 02:49:13.000

Well, I think it's pretty clear that that we have sort of begun the conversation, and there is there's a need to to touch on many, many issues with.

02:49:13.000 --> 02:49:23.000

It was very good to hear from so many community members to hear that they were here that it could learn more about what's going on.

02:49:23.000 --> 02:49:37.000

And and we need to follow up through this forum, but hopefully also other places and spaces where people can learn about what is going on, and what can be done to make it work.

02:49:37.000 --> 02:49:43.000

As it is possible for as many students and parents families as possible.

02:49:43.000 --> 02:50:00.000

With that the I think that we I want to thank you guys from Odp Zai Riba, Christina and Samuel.

02:50:00.000 --> 02:50:08.000

I want to thank Dr. Composto for hanging in another late night here, and of course also, Gail, for being here and my fellow Council members.

02:50:08.000 --> 02:50:20.000

Thank you for for bearing with us. Our next meeting is on our next scheduled meeting, for the zoning committing is on Thursday, May the twelfth, also 6 30.

02:50:20.000 --> 02:50:28.000

So next month, and it's a spring break begins Passover has begun.

02:50:28.000 --> 02:50:39.000

Ramadan? continues we're just wishing everyone very well over this this period. In addition to those who celebrate what is it Easter?

02:50:39.000 --> 02:50:46.000

So be well be safe and enjoy the break. I hope everyone has a little bit of a break.

02:50:46.000 --> 02:50:53.000

Thank you. Thank you all for very payments for us the holidays.

02:50:53.000 --> 02:51:02.000

Thank you very much. Thank you, Esther. Thanks. everyone. Thank you.

02:51:02.000 --> 02:51:08.000

Thank you. you week, quite, girl. Thank you for everything. That was.

02:51:08.000 --> 02:51:13.000

Good night. Thank you. have a good holiday. Thank you. You, too.

02:51:13.000 --> 02:51:21.000

Thank you. i'm gonna end the meeting so good night everyone how you feeling, Mary.

02:51:21.000 --> 02:51:28.000

I feel much better. Thank you. Thank you for every good night. Wow!