

WEBVTT

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Yeah, you did that right?

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You guys hear me?

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Your little soft michelle Okay, gail choose i'm gonna log onto another device, because you know my stuff always go wonky.

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So i'll start and i'll log on at the start so you know.

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So i'm on 2 screens so you guys don't need new alrighty.

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I guess we'll start Okay, good evening everyone thank you for being here.

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This meeting is being called by the Zoning committee of a district from Cc.

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And will be moderated by myself and ester baha i'm sorry my name's michelle moore with the the racist assistant of this Gail Cohen, we have Spanish

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interpreters here, working on a separate line. I like to thank you in advance for being here and providing us with this most important service to our Spanish speaking families.

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I will ask all participants to please speak slowly, and to allow the interpreters to keep up.

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The interpreters will now announce instructions for Spanish and Spanish for attendees who may wish to dial into the Spanish line at this time

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Good evening. The following message is going to be in the Spanish offer interpretation services.

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When I started this, but I switched out to start on your aspanual profile or market

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lang

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Portion whatever, or choqustras are on where we signal numerally, Thank you.

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Thank you. We also have captioning available to those who would like to use it.

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Just click on the live transcript button, either at the bottom of the top of your screen.

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This is a public meeting is being recorded. Please mute your microphone.

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I will now pull the meeting to order our start. Time is 6, 38, Pm.

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And I'll just do a roll call for committee committee members to see who's in the room.

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Deborah, Alexander

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Kelly, Craig,

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Jonathan Greenberg Present Fatima Victoria Madelius Michelle Moore Present Marcella Santos Friday Whitney Tucson

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And Mr. Baham present great. We will be accepting comments and questions from the audience after each of the presentations.

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Tonight. comments will be limited to 2 min if you're using interpretation.

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You will have 4 min. It would be given a 30 s warning before your time is up.

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We apologize for the abruptness, what we would like to hear from all, from as many speakers as possible before the meeting is scheduled to end.

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At 8 30. We first would like to take comments from from participants who have joined be a computer in the Zoom room.

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

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

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Your name is Calla. Please give your name and your connection to the district.

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Do not raise your hands now. there's no comments will be taken until after each of the presentations.

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

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

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

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Please use the Q. and A. for technical problems only if you well, mainly for technical problems.

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If you're not able to speak you may put your question in the Q.

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A. the chat feature has been turned off. The Q. A.

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Will be used for 2 purposes. First, you have questions related to the meeting technology or protocols.

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Please use the Q. A. for that, and we'll respond to you as soon as we can.

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Second during the public speaking section. after each presentation. If you cannot speak, or would prefer to leave a written comment, you may do so in the Q.

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

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

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Will be read at the end. Additional comments or questions can always be addressed to the Cec.

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Via email at Cec. 30 at schools that Nyc that gave Okay, great.

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So let's get on with our again. done for tonight.

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We have 3 presentations, the first we'll deal with the Long Island City engagement after that we'll have the Middle school engagement and sunny side, and concluding with a conversation with with Nya Burg

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So first i'd like to welcome sepril the center for public research and leadership, to begin their part of this meeting.

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Thank you so much, Michelle. Thank you to the entire Cec.

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And zoning committee for welcoming us, and to all community members who took time out of their busy schedules to join us this evening.

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Julie, are you able to screen share our presentation?

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Yeah, I am not A says the host needs to enable Kel.

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Could you share with Julie

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Excellent. Thank you So much great, so as you know we are here to talk about our effort to raise community participation to address elementary school capacity issues in Long Island City.

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I've met many of you before, like who are in the community listening to this meeting.

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My name is Liz Chu. I am the executive director of C.

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Pearl. We are the center for public research and leadership at Columbia University, and have been lucky enough to work on this in engagement with all of you over the course of the past several months.

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If you go to the next slide Julie in tonight's meeting.

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We are here to provide an update we'd like to share what we've been up to.

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So that it's clear to everyone and then we'd also like to spend a little bit of time talking about the methods that we're gonna use to analyze the data that we've been collecting through all of our conversations

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with you, and through the surveys that have been out in your community.

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We are going to close this evening by talking about our next steps.

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Go to the next slide, Julie so just for us to remind our about who we are and what we're trying to do. so.

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As I said, we are the center for public research and leadership.

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We are housed at Columbia University, and we go by Sea Pearl because our name is so long.

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We are the vendor that was selected and hired by the Os.

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Office of district planning in the New York City Department of Education.

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We call that office lovingly. Odp. We are here to facilitate a working group that will engage the community to generate recommendations to the Cec.

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And to the Department of Education about how to use the capacity in the elementary schools in and around the Long Island, Long Island City area, especially because there are issues related to overcrowding and equity.

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Our team comes from a rate an array of professions.

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We have lots of different backgrounds on our team. One of the things that ties all of our work together is our deep commitment to equitable engagement.

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Julie, if you go back one slide just a quick overview of the work that we've done together.

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We launched this project in January we started out by having a bunch of conversations around 30 little over 30 conversations with a number of community members and Cec.

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Members in order to understand a little bit about what the engagement process should look like.

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We also use those conversations to gather ideas about how to form a working group.

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We formed that working group over the course of february and March, and in April, and may we've been really focused on in partnership with the working group getting out into the community and collecting your ideas about how to

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use all of the schools in the area, so that we address elementary school capacity issues and issues of diversity.

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As a reminder on the next slide julie you'll see that the goal of this working group was to and is to meaningfully engage a diverse cross-section of the Long Island City district.

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30 area. We want to talk to leaders and staff we want to talk to community members.

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We don't want to talk to families all to get their understanding about these elementary school capacity issues.

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The working group will come together, then to generate a second set of recommendations based on the data collected to present the doe and the Cec.

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So where are we in this community engagement process? if you go to slide 8 just as a reminder. when we talk about community engagement, we are thinking about collaborative work.

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That means joint work. People working together to advance shared goals, to address issues that affect members of the community.

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Our goal is to strengthen voices and well-being of community members in the process, including those who do not regularly have a say in the decision making about what happens.

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At the last Cec meeting we talked about our first round of community engagement, during which we went on to the community alongside the working group who has been really fantastic, and we are so grateful for their efforts on this project they've put in a

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lot of time and care to start to gather ideas about how to address these elementary school capacity issues.

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Coming back between last Cec. Zoning committee meeting and this Cec.

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Zoning committee. the working group came together and said, What else do we need to do to engage the community?

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We decided to continue with the serving and the interviews and attending of events.

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And so we've been out in the community doing all of those things we are continuing to do them this week, and we have some interviews and events scheduled going into next week, as well on the next slide Julie

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You'll see that as of right now? I know one of the big questions is, where are we with the amount of input that we're getting?

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We've had 36 interviews conducted with the community thus far.

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That does not include that original round of due diligence interviews with just over 30 people.

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This is just this second round 36 interviews we have over 400 respondents on the survey, and we've attended 17 events to get the word out about this project, and to start to hear and answer people's questions We've

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had lots of questions once once all of this engagement wraps up.

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How are we going to analyze the data that we've collected And so we'd like to walk you through that process.

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Now, so the methodology roadmap goes as follows: We started out with our due diligence.

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Then, of course, we organized our thoughts into our inquiry or research questions.

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The questions that we have to answer by engaging with the community to hear their voices about what they think about those questions.

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We develop tools to help us get gather that input gather that data that we need to answer those questions.

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We are out using those tools right now and then step 4 and 5 will come where we will be separately analyzing the survey and the interview data, and then putting them together to identify themes and create recordations the next slide

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walks us through the first 3 phases which we've discussed at the past couple of rezoning committee meetings.

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We've done the due diligence we generated those questions We are out in the community with those tools on the next slide.

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You'll see a little bit more about What the methodology looks like for analyzing the survey data.

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Once the survey data comes in, we clean it that just means we get it all organized that we can run some statistics and do some qualitative coding for all of the closed-ended. questions.

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We'll be conducting descriptive. statistics we'll tabulate responses by questions. and then we will explore relationships between 2 or more responses to understand.

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How do people think about this question depending on where they live?

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How do you think people think about this question depending on other background characteristics?

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How does their response to one question relate to their response to another question for the open ended?

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Survey questions. We have generated set of codes that are aligned to the research questions.

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We have gone through a Norman process with the team so that we are all applying the codes in the same way, and then we are applying the codes to the responses on the next slide.

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You'll see that the process for analyzing interview data is quite similar to the process for analyzing the survey data.

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These are all just standard social science research methods. We will transcribe the interviews.

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After transcribing the interviews, we are going to go through the same quoting process that we go through for the open-ended questions on the survey.

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That means we will generate a set of codes aligned to the research questions.

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We will norm on those codes we will apply those codes to all of the collected data from the interviews.

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You'll analyze, then together, the coded data from the interviews and the surveys for those open-ended responses, identify emergency emerging themes, and then for the interviews will likely tabulate responses by

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theme. All of that data collection is really in service of generating recommendations and understanding what the community wants, which is, what then?

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The really exciting part of this process is going to lead to.

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So on Slide 17. you'll see an overview of the working group meetings that we have conducted to date and the ones to come.

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We have gone all the way through working group meeting for where we started to look at the data that we were collecting.

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We built some skills around understanding what that data means. We started to raise more questions that we had to answer before we were ready to generate recommendations and created additional plans for going out into the community to get the information.

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We need. We also welcomed the doe to that meeting, and to the meetings prior, so that they could help educate us on what some of those recommendations might look like.

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Once we look at all of the data that we have collected.

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The working group is coming together on May 20, third in the evening.

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At that meeting. we are going to go deep into the data that We've collected and start to think really carefully about the recommendations that we might bring to the Cec.

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And to the doe. So the big headline here, if you go to the next slide, Julie, is that data collection is not done.

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We know there are a number of you on this call right now.

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You should be able to scan that Qr. code and take the survey.

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We encourage you to share this survey with others if you're someone who would like to be interviewed.

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You know someone who you'd like to have in a interview or you have an event that you think we should attend to help get the word out or collect more information, please, email or text engage lic Now, at Gmail com our goal is to get

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as much input as possible, and we are going to be working hard on engagement for the rest of this week and into next.

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And with that I think that wraps up our presentation.

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We can leave this slide up for another minute in case people are looking at that contact.

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Information, or scanning the Qr. code but michelle and Esther.

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We're ready for questions

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I'm sorry. So one thing I wanted to to ask and I know that it probably will happen.

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You have a slide, a fold available for council members, and this information is slide.

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Host by deck will go into that folder i'm sorry Michelle. I'm.

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Having a tiny bit of trouble hearing you did you say, will we put this information in the slide deck?

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This information we are going to as long as it's amenable to Gail share with Gale to be put up on the Cec.

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Website. along with the other powerpoint presentations that we've made at zoning committee meetings, and we can also put this in the Cec folder.

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Excuse me 1Â min, please. The interpreters have requested that you slow down.

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Okay, ,

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So i'll go to any council member those that are here in attendance.

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Anyone have questions,

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Okay, that's the first I I want to ask there was some questions that were brought up at this time.

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Of course I see her hand up, but I was going to ask.

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There was some questions that were brought up at the last 4 quote meeting

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So. So what's the process to resolve them If will that occur within the next work group meeting will it was information building, or some historical things that's been happening with the doe?

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How will those issues be addressed? And you know, how will information be gathered around like historical means of doing the zoning and zoning individuals in district? 30.

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Yeah, we So our team for months now has been trying to go through old records and try and build an understanding of historically.

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Why the zoom! Why, the schools are zoned as they are.

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This I I can hire reba you're welcome to speak to the doe's work on this it's it's really hard to uncover artifacts that speak to the process I think that is

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an understatement. It is an ongoing item of inquiry for our team, and as soon as we uncover an artifact, we are happy to bring that data to you absent that what we have and can bring and we haven't brought to the work

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group yet. Michelle is the interview data we haven't analyzed all of the interview data, and so I think there might be some information.

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Coming out of the interviews that that will enrich the whole conversation for the working group.

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Yeah, thanks. listen. I can just chime in our our office, our analytics department. Our legal department has also tried to uncover the kind of history in Genesis of the zoning, and have not gone all that far.

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So I think that's something to note but another thing to notice what we can do, going forward, whether you know, depending on what the working group recommends.

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And do you take that back, whether kind of changing or

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Addressing some of the especially the the special zoning issues around the Queensburg Housing Buildings, you know, can be addressed, certainly can become, even if we don't exactly know how we got here.

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Thank you, Mr. Goodman. Yeah, I'm just thanks lis and and and Julie. and I don't wanna forget anyone but anyone who Yeah, that's I think that's a sequel team tonight.

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I I just wondered when you during the last working group meeting that is now scheduled on on what is it? Monday?

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The 20 third what actually is the the process? How does it become clear to the public?

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So you you make recommendations. Those recommendations you make in writing, or you present them at some point to Odp, to the Cc.

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The doctor, composite. What? what is exactly the the route here?

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Well, that is we can. We can do that right now.

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Of one of the questions I I was I was gonna have for the Cec.

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So we assume we'll be coming to a cec meeting in June. What i'm not sure of is whether it should be this zoning committee meeting, where we've done a lot of our presentations or at

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a regular Cec meeting, and then we have ongoing check-ins with Dr.

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Composto and the doe, where we can separately present the same recommendations.

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But we also want to present them to the Cec and i'm just not sure which of the Cec venues is the right one.

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I think that's maybe more of a question for you all well recommendations, I I think, and others can speak to that, too.

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But the the recommendation should go to the whole all members of the of the Cc.

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Because It's we are like committee and we we happen to be on the committee, but ultimately it's all Cec.

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Members who have a vote in this. Okay, great so I assume then, we'll coordinate with Jonathan about that.

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Is that right, Jonathan? Yeah, I have. I.

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I do have some follow up questions about that as well as you are.

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You done with your questions? Oops? Yes, I yeah for yeah.

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So. What is the you know Is there are there sort of 2 sets of recommendations here that we will be dealing with, or 2 sets of plans.

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One coming from the working group, and then one coming from district planning potentially like, if there are zoning recommendations, will those will the actual lines, or the plan itself be done separately?

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Yes, so if we I mean I can say one line on this.

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And then, Zai, I I welcome you in Orba

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But if there were zoning recommendations similar to other processes around the city, it wouldn't be about the specific lines that should be drawn, or anything like that.

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But our recommendation would if the doe were to take it up would formally start a zoning process right now.

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We've set all along this is about engagement we're not committing to this being a rezoning right now.

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So all of the engagement and other steps that would be typically taken with a rezoning, I think, would need to follow.

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But I you please correct me and add on there. Yeah, I think when we you know, we all discuss the need for a vendor like Sepril, and when, in our discussion with April, what we really would like, and have have asked

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in charge. Sepr with doing is talking to the community to get ideas of what you know, what is important to people in schools, what they would look for to to get that like community engagement data that would lead to a recommendation.

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But I think the recommendation will be more of one of the levers we've we've presented on you know, either at calendar meetings or at working group meetings and we'll be slightly high level only

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because of it Become if the recommendation is zoning as some of you know who've been through a rezoning.

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Then there's a lot of data that has to be analyzed.

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There has to be engagement with the affected communities on that zoning.

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I think Cpr. has. That would be an Odp and and Cec.

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Really engagement process right? If the recommendation is some other admissions process, we would probably also have to do some analytics and some further engagement.

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So I think this will. This will be certainly We would like the super on the working group to present the recommendations based on the engagement, but that is kind of step.

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One. Then we do, we, and and Ucc and and Dr. Combato will take it forward from there.

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There could, of course, be both things involved as well, Right?

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I mean there could be recommendations for certain things to be zoned.

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Then also other types of enrollment. Yes, planning you know.

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Steps. Okay. So I I just had 2 other questions.

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One of them, or comments. One of them is Regarding queens.

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The you know the unusual zoning in Queens Bridge.

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I know we're that we've run into with historical research. But there still are some questions around about exactly what the current situation is.

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, I you know i'm hearing just sort of like questions about Is it really by by building where might there be addresses within buildings that are zone separately, and I want to make sure I wanna I want this is really I think

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an opportunity to find out exactly what the situation is, and share that with us and with the Queens Bridge community.

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So I just I wanna put a a fine point on that.

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I mean, I guess if you know, if you know 100% for sure exactly what the situation is now, you can.

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You can tell us. but I think there's still our further steps to to to get that information out to their community, and to perhaps the whole Cdc.

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So I don't know if you have another question Jonathan, but I I can answer what we know about that question you just asked.

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Yes, there's been I think it's raised is either at the working group meeting, or a Cc.

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Meeting or a few places. How quick exactly the zones. We went back to the enrollment team and our analytics team, and it is zoned by building.

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We can. I think we can, provided let me go back to our analytics and move. We could provide, probably like an excel Doc with with with that information.

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But it is by building, not by specific apartment. as as it currently stands.

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Okay, So right? So just which is still complicated i'm not you know not.

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Perhaps in a spreadsheet, but in a way that is really clear and easy for everybody to understand.

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Both on the Council and in the larger. You know, community across the our district that you know there are X number of buildings or X number of of you know apartments, or whatever in those buildings who are zone, for this school and

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then this school at this school, and then we also know that they're there are varying retention rates, you know, for for in in Queens Bridge, as to like you know, a certain a certain number of people who are

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zoned for 76 go end up going there.

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Certain number of people who are zoned for Ps.

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ll go there, you know, and those are those are important in details as well.

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So I think it's just important for us to really have that, and and especially for the working group, to really know what that what that is.

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My other my other question was for Sepril and just are there areas still that whether those are geographic areas, demographic groups?

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Where you feel like you you still are you need help where you're still still need data.

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Whether that's interview data or survey data or whatever

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Yes, so I would say, Part of the reason why the engagement is still ongoing is because you know, we want as much engagement and data from the community as possible.

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We are really trying to get more and more information from Ravenswood.

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Dutch kills Queens Bridge and have made a lot of connections.

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Thanks to working group members. in those areas. but of course we are.

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We are looking for as many voices to be heard as possible.

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Thank you. I guess let's see at this point I see no more. Raise hands . council.

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So let's go out to public comment so if you're in the audience, and you would like to ask a question relative to C presentation.

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Please raise your hand. Once we see a hand raised, we will call on you and have you have you, Michelle?

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Do you want me to use the countdown? Yes, Jonathan, I was gonna ask you to do that.

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I was gonna wait to see how many you know folks we had who wanted to ask a question.

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And I. and as if you could back me up if I miss anyone.

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Yeah, there's a a question here. christine burns Has her hands raised.

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Or one hand raised So I think she's now able to to talk Hi!

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Everyone. I was on our previous call, and thank you for giving more clarity today.

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One thing that had come up over Zoning was the idea that as the blue line is drawn now, there would be too many students for that, and once ingestion

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By another parent was the idea of having a smaller zone, and then a larger geographic priority around that to include the rest of the blue zone, or something like that, is that something we could do?

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Or is it either, or kind of question? if I hearing this card? it?

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Can it be that you're talking about the zoning concerning the middle school?

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Yes, am I getting on? I just got on a couple of minutes ago, and so I was unsure.

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If That's what we were discussing or if that was later.

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No, this sorry this later we're talking. about the rezoning project in the Long Island City sorry I got myself.

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I was thinking about that since last time. but that is just something that had come up when we were talking outside of the call, and I wasn't sure if it was even an option.

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So. Thank you.

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Yes, and I apologize to the audience I know it's it's It's confusing.

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We have 2 active projects with the same faces looking at you all the time.

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So it's easy to does anyone else in the audience have questions relative to the Long Island City engagement that involves 3, 84.

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Am I correctly signed in school maybe for surrounding elementary let's say the elementary school right you can phrase it that way.

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That's more clarity a minute raise your hand

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S 2, 81 hit and hands raised no hands. Maybe you

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We can ask the translators if there is anyone in the anyone in the Spanish room

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No question, no comments. thank you there's also no in the Q.

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A The question that was asked has been answered

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Thank you all. We look forward to the next engagement.

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Thank you all I'm jonathan offered up about the June meeting, and everyone please keep sending out the survey.

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Encourage people to email us about connecting. Thank you. Thank you.

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Writing. next up is an update on community engagement regarding the sunny Side male school provided by the office of district planning.

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I I just want to quickly acknowledge, Michelle, that Whitney has arrived.

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Oh! great!

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Hi everyone. Thank you. So I'm late. welcome okay i'm trying to over to Reba.

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Yeah, we can introduce ourselves, Sister Reba Lick and C.

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And I issue your pronouns and i'm on the district planning team at Odp.

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And I have a couple of colleagues here with me.

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Thanks, Riba. Thanks, Cc Sigh. green also on the Queen's planning team, and we also have Christina Evelyn.

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My name's Christie you can and I work on the analytics team with , Thanks.

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Christina and Zai, and thank you for having us all.

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So I know there was already a question about this project we can come back to that in a moment, and happy to pull up the map or some of the information about the new middle school that we've shared previously I think we Maybe assumed

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that tonight tonight the content for talking about the planning for this new school might be led by the Cc.

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30 working group talking about some of what you all, and we all are planning for engagement.

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I will say, since we were here a month ago. and started to share some of the data that informs our planning in this work we've met with the slts of the area elementary schools, Ps.

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11 Ps. 100 5,152 and 3, 61, and I'm.

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Pulling up the map as I as I talk We are talking about for folks that maybe are hearing this conversation for the first time.

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A new middle school building that's opening in the sunny side area that will be building Q.

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429, which is highlighted here on this map, and in this version of a of a district 30 map, we are showing the area of district 30 that is zoned to is 125 which is in district

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24 for middle school and we've been talking about the enrollment, planning for the new Middle school with the Council, and again the area elementary schools over the course of the last few months.

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I think kind of the the big button item that we discussed when we were here last month.

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Is that all of the elementary school students that live in this blue area that are articulating to middle school won't necessarily fit in this building that is planned to have a capacity of 725

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seats, I should pull up the powerpoint Why talk just to anchor my and and in that we wanted to talk about potential options for planning, and i'm jumping around.

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So we're talking about this new building and pulling up a presentation we share last month.

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This is a rendering of it it's opening at 47, 10, Barnet avenue for the 2,02320 24 school year.

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I'm pausing for 1 s because I realize i've just been rambling, and I know there's translations happening, so i'll stop for a moment settle myself.

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And then keep talking sorry. Reba also feel free to call me to pull up documents.

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I had it pulled up I just you're doing a lot

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I'm still seeing them map with the blue area , I got, I asked out here presenting a powerpoint that you all can't see

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Great awesome. Not okay. So again, we district planning are here with the Cc.

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30 zoning to committee, speaking about new building. Q.

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4 29, which will be a middle school building opening in the sunny side, woodside area of the district in the 43, 2024 school year, projected to have approximately 700 and

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25 seats, and it is opening in what is an area of district? 30 that is currently zoned to is 1, 25, which is a district, 24 middle school.

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One question that We've gotten a few times having spoken to Slts and the Cdc.

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Over the course of the last few months is The distinction between whether this is a a district, 24 or a district 30, middle school, and I want to be super clear that this new building Q.

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429 is a district 30 middle school opening in district. 30 and and our goal here, and something that we've talked about is giving access where possible to as many district 30 students to this building.

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Given that it's open opening in a in an area. of District 30 that is currently zoned to a district 24 middle school gonna go actually back to my other map.

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Pause there and say that we are here to to hear feedback, to talk about kind of the timeline and next steps.

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But really, I think, wanted to hear also from the Cec.

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About engagement planning, and where you all landed yesterday.

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But you go on, and and maybe even address this Burns, and maybe you have addressed her question.

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So the see the the Cec subcommittee, the zoning subcommittee.

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Oh, provided comments in conjunction with the office of district planning on a framework to do an engagement plan. and we comment to aspects of it that we thought that we could implement within a timeframe to have

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it ready for decision making by september so what we what we're the process now of doing is cause consolidating.

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Okay, So me consolidating those comments into a draft engagement document that will incorporate the suggestions that were heard at our at our discussion essentially to engage not only the schools, but the schools community to to with in conjunction

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with Op. 2 have participate in school forums that they have to explain the zoning process to talk about the the hi y'all reason options that office Dicks the district planning has presented also

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to hear community comment. We landed on not only meetings but also surveys which the office of district planning will help lead developing the surveys and helping us getting out.

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So we're at at this point of consolidating those dot those items into a draft document relying on us to come up with something that can be vetted before the the committee at large.

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And hopefully approved by the the council itself, with a district plan so we're there.

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So we're still drafting information I had it too, at that point.

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We're developing a stakeholder list separate from our normal stakeholder list.

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We're also plan to develop comments questions polling ideas to supplement the survey.

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See how that works out what we hope to begin this engagement before the the month is out, and, you know, proceed through June.

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And so that's and that's all still preliminary we're hoping that we can pull this off

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Did I miss anything Esther, for Jonathan

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I don't think so. they it's also of course open for for questions. I mean the the important thing is

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So Yesterday's meeting was very much a first step on the beginning of an engagement plan, and to very much do that in call collaboration with Odp.

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So that that explains why it was maybe came a little bit falling out of the sky at a weird moment in the day, and no options for public comment.

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It's purely, because it was a working meeting so we can get our act together so we can start engaging

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But because we are a public buddy, we we have to do everything.

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These kinds of things important. if there are certain number of us there.

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So that is why we cannot just stick our noses together and make a plan.

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We have to do that in a public way it's a little bit more efficient.

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If we do that, you know, without the public commands. but there will be the planets to have a robust engagement.

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Robust is a word that we we used to like a lot.

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Rebuild the meaningful engagement. and we try to to plan that and keep you up to date, and there will be several moments like tonight like doing other meetings.

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We are thinking of town holes. or however you want to to call these these meetings where we can engage in in a more meaningful way to really try to get as many voices as possible here.

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What what works for you when it comes to the admissions, the the enrollment in this this new school.

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So that that is just, you know, as a response to, or trying to to explain.

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Why do all these meetings and some meetings you can command, and others not?

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The idea is to come up with a plan to do a deeper engagement.

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Okay and with that. So are there on the council as anyone who has any questions , or even for the subcommittee , Michelle W.

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You're much softer than most of the other speakers. I don't know if you could get closer to your microphone, or maybe there's a setting somewhere.

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Okay, does this help a little bit, Okay, i'll turn I'll turn it up and then i'll I I was accused of yelling at the screen so I stopped.

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That I tried to speak now softly, but i'm gonna go back to yelling. So you guys can hear me.

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Is that better? Okay? Good. Thank you Alright. so any any any other questions questions from the Council with regard to the the middle school engagement, and where we're at at this point

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That's the first 2. So should we first open it to the the Spanish translation line, and see if there's anyone on, and see if anyone has questions for the for the subcommittee for the office of district planning

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No questions from the Spanish line. Thank you very much okay with that we're gonna go to attendees and if you have a question, please raise your hand.

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Your virtual hands, and we will unmike you and while we're doing that.

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Have you addressed spurn's question that she posed earlier.

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I don't think I did i'm wondering if she wants to ask it again.

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Just so everyone can hear

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I see she has a hand raise. Hi! again. Sorry for disrupting before

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My question was, just, I think last time we got off the call.

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There was a question about whether the option of zoning versus geographic priority was an either, or or there was an opportunity for maybe a smaller zone, and then a geographic priority around that and that was just

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something that had come up just mom's discussing this afterwards, if that was a possibility.

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Where we wanna make sure as many students that are close to the school will have a seat.

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And fluctuations in student population over years are accounted for with making that walkable for as many students as possible.

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Thanks for repeating the question. So the way zoning typically works is the zone is kind of the first priority and is an entitlement.

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And then after the zone, the next priority goes to the whole district for kind of typical straightforward zones.

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We can definitely consider different priority structures and hearing that that might be of interest is something we can dig into. I think.

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That's really the point where right now, is hearing the feedback, and then doing the analysis on our end to see what would work from a from a numbers perspective. And looking at the the data in the area I will say Why, we came out

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last time, and still are talking about a a geographic priority for this area that is zoned to is 125 is because the zone retention and really projecting how many students would enroll in this school

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is challenging. Given a few dynamics, both the to 6 models at 2 of the schools, and some of the potential truncations we're discussing are the sixth grades with those communities.

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And then also just kind of the the pattern of understanding this kind of cross district dynamic So I i'm not going to say yes, and i'm not going to say no i'm going to say it's something

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that we will, and can kind of investigate but right now the way that we're looking at.

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It is a geographic priority with kind of an existing zone, which is that area that zone to to 1 25 good.

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There's anything zy or Christina just the only other thing I would add, is, you know we're we're going out to all the schools elementary schools within that that outline blue area.

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And we've heard fairly strongly from from all those cool communities that they all want access to the school.

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And so I think you know Some of the Cc.

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Members on some of the other meetings have said it. Well, we don't want to hit neighbor against neighborhood.

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My understanding is, this is all kind of really part of the same neighborhood, and if we draw a smaller zone, we certainly might be cutting out people that think they have an equal entitlement to this to this new school So our you

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know our overriding goal was to give all of the students who really think they have.

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They? they were expecting to have a seat at this new school.

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Our Our goal is to give all those students an equal shot at that school, and not not good, and choose.

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My neighbors, it's a

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And raise a morning. Gilbert

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Hi! can you hear me? Yes, so I just want to clarify what I've heard like about what's going on with this zoning, and I apologize is covered i'm kind of making dinner and trying to listen the

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best. But my understanding is the concern is that the capacity of the middle school is not large enough to meet the capacity of the current zone of sixth graders from Ps.

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150, and Ps. 11 is it the original plan was to truncate both of those schools. I I get get rid of the sixth grade at both of those schools and zone them for there, but that the the school

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isn't large enough to actually do that is that correct not exactly

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So, so, and I pulled the map up again i'm not sure if you can.

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If you can see it a little bit. Okay, Great.

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So truncation of, or potential truncation of Ps.

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150, and Ps. 11 is part of this conversation.

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The 2 things the admissions or enrollment planning for this new school and that happening are not mutually exclusive.

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So there's kind of processes that have to happen for both things, and I just wanna make sure folks know that

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The decision to truncate 150 and 11 does not. it's it's related, but it doesn't necessarily determine what happens with the enrollment for the new school. the area in question and you said the sixth

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grade of 1, 50, and 11 is actually broader than that it's the area in this blue line, which has some of in orange.

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Here the 78 zone in pink, some of the 152 zone and not really highlighted a color, but half of the 3, 61 zone.

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And this area in blue is the area of district 30 that is zoned to is 125 and d 30.

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So our kind of historical context and understanding so far from some of the community feedback.

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We've heard is that there's interest in giving priority to this new school for as many students that are zoned to that D 24 school as possible.

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So students living in this a blue, highlighted area.

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So that those students have a an option at a d 30 middle school, and then also the other blue outline that's not in this area in sunny side but over on the more northeastern i'm

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drawing a map or a compass in my head. is Queens Bridge, which is in this blue box over to the left and part of, and they are also partly zone to 1 25.

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So student zone to 125 in District 24 wanting to give them kind of priority seats to this new school.

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So, and that's based on the number of students who live in those areas that may be eligible, and not necessarily, because some of those students may choose to attend other middle schools.

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But I'm guessing the projections the numbers are just simply based on the students of that age who live in those various zones. correct.

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So if i'm understanding the question right you're saying our projections are based on just residents in this area, and that's where we're saying it doesn't fit no i'm not saying it doesn't

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fit i'm just saying i'm saying it's based on the people who live there.

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Not necessarily the I mean the current students who choose to go to 1, 25, who who end up at 1 25 for middle school.

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It's based on the students who lived There like other students may go to Lewis Armstrong.

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They may go to hunter's. point even though they live in this zone, you're trying to give access to as many of them as possible that live there.

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So we look at ads over retention. So how many students that are zoned in an area do actually enroll in their zone School?

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And our analysis assumes higher zone retention, given that we think many families that live in this area that's on to 1 25 would choose to go to this school and given kind of those assumptions and the historical retention data

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that we've Seen and enrollment trends were that's the the numbers we've been projecting with. Okay, got it?

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Thank you very much

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And then do you have a handwritten? I do.

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I I wanted to follow up on that Western and I think I may have misinterpreted the question, but I think that may be productive, which is to say, and the idea is we're that we would be prior advertising all children who live

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within this area, and that there wouldn't be any more of a priority for a child who went to you know Ps.

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11, where Ps. 361, then a child who went to a different elementary school in the district where a charter school, or some somewhere else, that if they were in this area they would all have an equal you would have you know they would

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be prioritized in the same that that that mentioned out of them what morning was getting to.

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But that kind of that maybe. think of that. I think I can interrupt.

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I think Marie was asking a lot asking about its own retention, and I think sometimes we well, we had to just applying those what know what it means, because we live with it.

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But is is that concept clear? or should we maybe go through it again more slowly?

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I I think it's always good to just just go over it.

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Yes, please. yeah. I mean the way I I think I heard.

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The question was, when we look at this area outlined in blue, are we assuming that all of the students in that area will go to this new middle school, and therefore concluding that they won't fit and what we do is we are actually

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our analytics team looks at the number of students that live in this area, and to typically in the rezoning looks at historical what we call zone retention data.

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And that is the percentage of students that live in any particular zone that go to their zone school.

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So we've looked at the zone retention data for the students in this area that go to 24 Q, 1 25 And we have made some projections about zone retention or the percentage of students that live in this area that we

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think, will go to Q. 429 but because it's a different situation.

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We don't have historical zone retention data.

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So we are assuming a higher percentage of students in this area will go to the new building.

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But we are not assuming. A 100% of the students will go to the new building.

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I think money you'd mentioned some students go to hunter's points, and go to Louis Armstrong.

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We are accounting for those numbers in our projections the tricky thing is, we don't have we don't have an actual percentage, since this is a new building in a different situation.

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Right it's it's in in the desert 30 versus district.

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24 kids don't have to cross queens Boulevard.

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So we just assume, based on common sense, and actually talking to to the schools and and community members.

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The higher percentage of students will go to this new school.

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Then with 1, 25, but not a 100% did I clarify or confuse things, or both help us.

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I I saw Jonathan nodding. But I wanna does that answer your question too, Jonathan?

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No, that was very helpful, I think. Hear that again.

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I I just I just wanna I think I wanna just that like.

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Also the projections account for students who are not coming from the schools.

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The elementary schools in this, because we may have 2 children who are going to different elementary schools, district or to charter schools, work elsewhere who may want to to go to this new middle school and send us that.

01:01:48.000 --> 01:02:03.000

I just wanted to bring bring that out. thank you so before we get to you. Can we go to a hand raise, and then we'll come to you. So there's a Jonathan Hagen.

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You have your hand raised you can go ahead so we We're talking about projections for a number of students.

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How many students are we expecting over the actual seats we have like?

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What! What number are we talking to? food? 725 seats?

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How many more kids are we projecting we'll actually want to go there would not necessarily have the opportunity to

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Christina, do you want to answer that? Yeah, you can take that from?

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Would it be helpful if I

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The senior connections, breaking up a little bit we can i'm sorry if it would it be helpful if I shared my screen with the projecting?

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Of their students, and what they should. Boston. Sure. Thank you,

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And Jonathan we We talked about this at the Zoning Committee meeting last month.

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We looked at some of those numbers. So she, Christina, is gonna pull up the data that we share with this.

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Cc just because I don't remember the number off the top.

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My head,

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So we look at it in a few different ways.

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So one of the things that was brought up was that we don't know exactly what the retention rate would be.

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Because it is the different circumstance And so we, or assuming that because it is a school option that will be closer to them geographically, and it will be in a newer building.

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We look at What the projected zone integral could be if you retention rate, were to be higher than what it currently is.

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And so these are the different scenarios, and call them C. D.

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And e So if we assume for example, a 61% retention rate, and we'd see potentially some 153 students in this area who might enroll if the capacity is sounded

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25 then that could Priscilla and

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You're you're breaking up a little bit Oh, sorry about that?

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Good. What? What is based on other district data for other districts where you do have historical retention rates?

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What did those numbers look like? What number would you normally assume if you had more information?

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Cause it sounds like you. You do have a bit more information in other districts.

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The way to do zone retention by school, not by district.

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We can definitely, you know, aggregate it by district.

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And we have schools that have 100% retention rate in schools that have lower retention rate.

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So there's not really a perfect way to project it this is Why, they're showing a range here.

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Our assumption is that, given this new building, in a neighborhood that doesn't have a district 30 middle school, and has historically had student zone to district 24 is that their retention rate will be high that there will be

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a good amount of students that live in this area that do want to choose this as their preference or their option, which is why we're showing a retention rate going up and up.

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But offhand we don't have like total district retention numbers or specific schools per se and there isn't It's not It can't be exactly mirrored I would say across okay.

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I I was. I was looking more for a gut feeling of, you know.

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On average, this is the number we get for, but I mean I I understand.

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Is there a historical reason why, District 30 has not had a middle school.

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Can I answer that? So the zoning of middle school kids in sunny side to is 1 25 predates.

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The current Districts community school districts that we have.

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So are these communities. School districts were created in the late sixties.

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To divide up the this the school system. and at that time there was, you know, each.

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Each school district was given a a school board, and it was there was community prior to that.

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Students on, you know, in in sunny side we're zoned to is 125, Even though there was no such thing as district.

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30 there were there were different boundaries, but they were really reserved before that time, and so it just kept going the way it was, even though, after around 1970 student were crossing a district line that was historically where where those kids middle

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school, and it's still still today. So like inertia Okay, I think you know just

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Once. it was clear that this area did not have a middle school, school, for which, within the boundaries of district, 30 I believe there's a lot of community advocacy, etc., which led to the creation of this doital school

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so and from a parents perspective I I would just like certainty to know where my kids gonna go like that's. That's all I'm really looking for and if that's 1 25 that's fine if it's

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the new school that's great. But I would just like to know and have a say in where that's gonna happen.

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Thank you. I mean One thing we have talked about at various meetings, but I think not quite quite yet here.

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If we did the geographic priority we have talked about, you would parents within that blue area would still have a zoned option to 1 25.

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So if you wanted certainty you could rank 1 25 First, your zoned you would go there.

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If you wanted kind of a shot at the new middle school you could rank that new middle school first, and then 1 25's, and then you would have a you know you'd either get into the new middle, school, or you if not you would have

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certainty to 125 that's kind of the the beauty of this geographic priority.

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Okay, Thank you.

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Esther. No, let's first hear from the people who are here.

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So I I see 2 more hands

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Hi! I was wondering can you hear me Yes, I was wondering why half of * is included in the blue area, and the other half isn't included.

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And why the closer the other part of that's not included the Threec.

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Is actually closer to the new school, but it's not included in the blue area.

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Thanks, Natasha. So we have good that question actually from other folks at 3, 61, and appreciate you.

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Bring it here. The middle school zone for is 1 25 predates the opening of 3, 61.

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So when 3, 61 opened about 6 or 7 years ago, and their zone was drawn, it was drawn across that middle school line.

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So half of the 3, 61 elementary schools, New Zealand, within the existing 121125 zone, and what it means.

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Middle schools and elementary schools have different zone lines and They don't necessarily always match up in a lot of instances.

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They don't so you can see I think i'll pull them back up in a second.

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But if we have kind of a side by side of elementary school zones and middle school, so zones generally, not all.

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A whole elementary school is going to the middle school, because the the zoning patterns are different and the size of the schools are different.

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But the that blue line wasn't drawn over 361.

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It existed where it was, and then the 3 61 school opened, and was so in the way that it was

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The next Speaker who raised his hand, is Johnny Barra.

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Hi! hello! Can you hear me? I just wanted to ask

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Sorry if this was covered earlier with the information. But just want to.

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What are the What are the grades that are included?

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Is the sixth through 8, or will there be a fifth grade?

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And and, if so like, will there be like standard entry?

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Fifth graders to entry for 6 graders. Thanks for that question.

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So the new middle school would be grade 6, 8, and I would open on sixth grade and grow over each year to scale.

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So first or sixth grade extra, 6 and 7; the third year, sixth or eighth and

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Sorry i'm thinking the if we were to do a rezoning, or when this school opens this would be for the 2023 school year, so not for next year, but the year after and students that are already

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in existing schools or zone in existing ways that would not impact them.

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So this would not undo your your right to whatever school you are or your seat in whatever school you you would currently be in.

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If the school were to open and and have whatever enrollment option it has gotcha

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So. My follow up question was, Is just that So you were talking about the the geographic priority and the zoom priority.

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So. we are currently not zoom for that school. So at that point. well based on what you're showing.

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As far as like the zone retention. does that mean being?

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There is really not a good gonna be a good chance of you want to get into the school.

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If you're not within the zone or I i'm not clear. If that's completely like set if there is more room for students coming from.

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That to get in. So nothing is is set yet. this is the discussion and the feedback that we're here.

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And there's we definitely if we hear from folks that there's interest.

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That's good to know the geographic priority that we're suggesting would be first priority to families that live within that blue line.

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That was on the map I was showing, and then the second priority could go to District 30.

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There are also diversity. admissions priorities that could be considered, and that's another mechanism that the doe uses for enrollment.

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So if you were in that priority, group if that's how we initiated it, you would have the best shot, and then, if the seats didn't fill up kind, of there would be the second group, and that would be the rest

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of district 30 we are anticipating given what we've shared that there would be high demand in this area for the school.

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That's not to say it would be impossible to get in But I would say you would likely you would more likely get into your zone school elsewhere in the district if you live also in the district.

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Okay, that that that clarifies. Thank you.

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The next hand is raised by Sarah

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Yes, hi, good evening. Just to following the question of about 63, 61 So it's too much permission of views.

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So, according to what i've heard that like in 2 parts so in easy world, the 3 61 the whole school would have the priority or Rtn.

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We have to be completed again, like we. We are right now,

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Die. Will you speak that i'm gonna pull up the elementary zone map? Yeah, sure.

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So you know, as as ribbon said nothing is decided yet we're we're talking and doing the engagement.

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But, as Robert said, the elementary school zones, and then middle school zones do not necessarily overlap right.

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You can be I think there's a sometimes a sense that an elementary school is zone to certain middle school. but that's actually not how it works, as you'll see when when we have a pulls up the map So the

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idea now is has been really to give students in District 30 who do not currently have a zoned district, 30 middle school access to this new school.

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So So that area in the that blue outlined area.

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Those are students who are zoned right now. to district 24 middle school, and have to cross Queens Boulevard.

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What we've heard generally, so is that everyone wants it to have access to a middle school in their district.

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So that is what we are. You know. our initial proposal is to take this area in this district.

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30 students, who are zoned right now to district 24, middle school, and give them a district 30 option, or at least the best shot at district.

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30 option 361 was created after this zone.

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Was it. It post dates the creation of the * zone.

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So. Yes, you're right, it does happen to fall within 2 middle school zones.

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But that's actually quite common. around the city and district 30 because the middle school zones and the elementary school zones don't really match up

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Is that answer your question. So in other words you know there's school in other schools, you have this you have from Mentor.

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You click that's called the students to different schools just because they're this the same district, Jen: So almost or let me let me clarify what I what I meant what we're trying to do is to give as many students in district

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30 access to a district 30 middle school as possible. Right now.

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The students in this kind of ally blue area do not have access to a Zone district. 30 middle school.

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If you look at 361 the part in the kind of triangle on the right.

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They are zoned to district 24, district, 24

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Q. 1, 25. the part of 3, 61 on the left is actually zoned to is 10.

01:18:23.000 --> 01:18:37.000

They? So they do have a district 30 bills go option So what I'm really saying is that there are numerous elementary schools across the city, and and actually across history. 30 that are zoned to different middle schools which is what we would

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be proposing here. Okay, because just as a comment we don't have. We're not a big school, we don't.

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Many students has other schools. This was just not to help to, you know, overlap from the other elementary schools around.

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So like wondering you know what we don't they don't keep us together because we're not that many we don't have that many students from Fifth grade to graduate.

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Yeah, I mean. So you know, we we are here doing engagement and hearing, you know, hearing from the community.

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So i'm, if you're saying and i've heard we've heard from other 3 61 students parents that 3, 61 small, school, and there's a preference to keep them all zone to the same middle school

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or at least access to the same middle school. we can certainly consider that we are, you know, kind of pulling the numbers, and seeing what that would do. i'll just know that right now.

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Your zone to 2 different middle schools, you know, have a 3, 61 zone to is 10.

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The other half A zoda is 125.

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So we have i'm hearing that. you would like to to be all part of the same middle school, and certainly we'll look at the numbers and and do the analysis of that.

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But currently you are zoted to different middle schools yeah because again we're we're we're little and just lost my point because I've heard that you know how many kids they might want to go to another

01:19:58.000 --> 01:20:07.000

school like hunters webinar, and so far from the last just just have sixth grade that were in last year.

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Actually they didn't get it because we don't get our first choice.

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Most of the time. it's like we always get what the doe give us So we have that you know we we.

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You have that in consideration that will be kind of great.

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Yeah, we will certainly run the analysis and and keep doing engagement, and we will come back with with you.

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Know kind of iterations on this plan. Yes, thank you, because I can tell you how these students will have a webinar right now from that school.

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You know. so . and so many others. Thank you so much.

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Yes, of course. Yeah, thank you for your feedback. And you know ultimately this new school opening is bringing more seats to District 30 and and theoretically more middle school options given that there will be a new school and if some students choose to

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do choose, General, there, that might open up seeds it some of the other middle schools that are are in demand.

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I I realize this is not the most helpful, but just wanted to show kind of for contacts.

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The existing elementary school map. These are the zones for es

01:21:11.000 --> 01:21:19.000

This looks a little bit chaotic on the right hand side, because this is showing the phasing through of the rezoning that happened for the opening of 3 98.

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But, as you can see, there's many many more elementary school zones than there are middle school zones which are on this map.

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And many of the lines, because they're not drawn for elementary schools to feed into middle schools, but they're all drawn for kids, different size schools, and capacity reasons.

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Don't all that elementary schools don't all go to one middle school.

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Okay, Thank you. sure. So before you call the next call from Jonathan, can I answer that I was looking for your clock?

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, yes, it because we because we're kind of going back and forth.

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It's difficult to keep the clock going. So I I turned it off thank you. hey?

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Listen!

01:22:17.000 --> 01:22:27.000

I see 2 more hands Hannah Lee

01:22:27.000 --> 01:22:35.000

Hi! Thank you for holding this meeting. I am one of those Ps. 361 queue parents that would really like to have

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The conversation include the other half of Ps. 361 queue.

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In this conversation for geographical zoning or priority.

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So I just wanna put it out there for you guys.

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Thank you. Thank you, Kerd noted, and the next one up is Sandra.

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Hi! Thanks again, Everybody for the meeting I think Jonathan mentioned it before.

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What i'm gonna ask. But it wasn't clear for me so i'm gonna ask the question again is if a child is in a charter school.

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But the Zoom School is the new school. Does he have priority to come back to our zone to apply to this new school? Yeah.

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So this would be. This would be residents in the area that is zoned to is 125.

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So anyone that lives in that, Alan, if we are to move forward with the geographic priority, anyone that resides within that blue line would have priority access to the new school, no matter what elementary, school they go to okay perfect thank

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you

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What else have a question in the audience

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I just earlier before I I forget what I originally.

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When we spoke back back earlier about the retention, the Zone retention.

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I I just wanted to know that one of the goals of the engagement is to actually get some answers to questions that we that there are to.

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What are the plans of of order? the the wishes of people which school would they prefer to go to if if they're if they're if they're would have a choice.

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And that is also dependent on. we started talking about transportation.

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That kind of stuff. you can guess all you want but that hopefully.

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It will also enlighten us by doing some engagement in the coming months.

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Get some answers that. So we can basically have a better idea.

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How it would be best to you know, to to to make any decisions about zoning.

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Not so zoning or priority admissions. Esther, can I say one thing?

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You reminded me. yes, I mean, thank you. Yes, I think the Cc.

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That, you know, had a good idea, and we, we echo that idea of potentially doing some kind of surveys of parent wishes and preferences that might give us some data on the retention.

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I do want to say another reason Are office does like the idea of a geographic priority for the at least a couple of years is, it would then give us its own retention data that we normally have in a

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rezoning right. If we can have 2 years of geographic priority, we can see in real time what kind of preferences that the parents are making.

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So if we do a geographic priority it's doesn't mean we can't re zone later.

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In fact, it would give us the right kind of data to potentially draw a zone later

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I don't see any more hand rings there are 2 more hands.

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Because Jonathan already spoke i'm gonna first have Ross

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Hi, Can you hear me all right? Yes, wonderful I was just wondering if there has been any investigation, as to how many of the current elementary school students go out to these other middle schools, not just 1 25 and whether

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there's any projections as to once you have these 7 or 25 seats.

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How you're going to adjust what happens at is 1 25, and the other middle schools, and with you're taking that into consideration in terms of zoning adjustments, because obviously there'll be 725 new seats, freed

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up, had a bunch of other schools and children who live closer to those schools could possibly attend them as their zone school.

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Now that their seats available. Thanks, Ross, for that point.

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Yes, so we've engaged with the is 125, principal, and Cc.

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24, and definitely are going to continue to talk to that community.

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Kind of no matter what we assume, whether we do a zone or a geographic priority.

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That district. 30 residents that enroll in is 120.

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5 will likely come back to district 30, if not all of them at least a good amount of them.

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So we're working with d 24 to look at the capacity that that school will have kind of as that happens.

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And then, yeah, that is our That is our role in our work.

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And When we do any sort of project or new school opening, we definitely consider impact on other schools.

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That is also kind of to the points, I just made why we're wanting to not start with a zoning per se, but kind of see where students are role.

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So we can plan the the admissions and the enrollment and potential zone sizes for other schools.

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Accordingly, too, where maybe students in this area have otherwise enrolled

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But if we were to pursue any sort of rezoning, we definitely project and look at space and work with the principles and and do everything in our power to ensure that we're not harming any school that schools

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have continue to have sustainable enrollments

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Okay, they just in the interest of Oh, here's Okay, now, I'm, i'm lost there was a question.

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This paired in interest of time. I we also want to move on.

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Jonathan has has his hands raised. and then I also just wanted to read one question or comment rather in the in the in the chat, or in the Q.

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And a sorry. So, Jonathan, you go ahead. I just I wanted to say 2 things.

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One is that while we don't know what the zone retention rate, or the how many kids will choose to go?

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We do have data for all of the other zone schools in District 30 that the office office of district planning provided us, and i'll tell you that the 3 year average for the zoomed middle schools

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In District 30 are 67, 78, 85%, 87% 80% and 80%.

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Those are all toward the higher except for maybe one of them they're all toward the higher end of of the potential scenarios that that Odp that you showed earlier.

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So I do think that we know that in our district those are the zone retention rates.

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We can probably assume that don't retention rate at This school is going to be is not going to be a lot lower than that.

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That that would be my my educated. guess if if you disagree with me. dye and reba please please say so.

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But i'm that's I I I feel pretty confident saying that it's probably gonna be in not in that range for a yeah I don't disagree with you i'm not gonna predict but that that makes

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sense to us like that's we're assuming zoom retention will be a lot higher than it is in 125.

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So that kind of makes sense. But we want the ideal.

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We would love real data to make sure the other thing I just wanted to say is that everything that the parents from * was saying is very valuable information that we want to know.

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And it's one of the reasons why we are planning a survey.

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So that we can get that kind of information what what parents want They don't want their school to be split up.

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They want, you know, school to be closer. They want a school that has certain things.

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So please look out over the next you know 6 weeks or so for a survey that we're gonna try.

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We're gonna develop, and send around through your schools and I wanted to, I know.

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Ask your You wanted to read a comment on the chat.

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I wanted to make sure before we hang up and turn it over to Naya, that we talk about some next step.

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So, and Jonathan just alluded to to one of them.

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So if we can have a last a last talking point.

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After the the last comment, Yeah, the the less comment goes. precisely with with Jonathan also mentioned.

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I just wanted to on and now there's come another comment.

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But the anonymous attendee rise when Ps.

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361 queue was designed, I saw the plan was for the whole school to attend.

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This new middle school does ending the split zone for middle schools.

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Is there a possibility to remove this divide within Ps.

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361. Miss Green talked about not pitting neighbor against neighbor, but having Ps.

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361 split into 2 different. but middle school zones does exactly that.

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And then the second comment just coming in. I would I would just like to command that both is 10, and I is 120.

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5 are both at the 20 min walk from Ps. 361, while the new middle school would be much closer.

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So I mean. These, of course, are all pieces of information that this is exactly what we are looking for, and we hope to get much more of this to make beyond gases.

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Just very well educated guesses and predictions.

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So we go with your next steps. sure so Jonathan mentioned a survey which we're definitely going to work on in partnership with the Cec.

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We've also, as I mentioned at the top met with the slts of the 4 elementary schools that were highlighted tonight, and do want to continue to engage with those communities, through whether it be Pta meetings or town halls or community

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meetings. we have until we wanna kind of continue to have these conversations definitely through the remainder of this school year.

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And if we were to for whatever planning for middle school for the 2023 school year, we would want that to be reflected in middle school admission.

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So we're working towards next fall to make sure that we have a kind of an answer or a plan before you all would enroll your students for sixth grade for the 2023 school. year.

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So we'll definitely be back we'll continue to be at the Cec.

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Zoning committee meetings and As mentioned several times there there has been no decision made.

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This is one of again several opportunities for us to gather feedback and and hear your questions.

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Answer questions, and continue the analysis on our end. So kind of please stay too, and keep engaging.

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Keep asking these questions, and we will certainly be back and appreciate the the partnership with the Cec.

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And the superintendent and the folks here tonight, and leave we'll be back as I've now said 3 times.

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It's good to say, Thank you welcome to district planning and thank you for for the participants who who rented those questions.

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We you know, desperately need your comments to really do so let's bring us a little to our west closer for the night.

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A conversation on zoning diversity integration, and New York City Schools, with Miss Naya, or who's the executive Director of New York?

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Apple c wait for you we're so glad that you're here.

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Hand it over to you. thank you I don't know if you drop him. , I would like to release the interpreters, because there is no one in the interpretation room and hasn't been for a while okay okay

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sounds good. Thank you very much. interpret, Daniel.

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Alright. Hi! everyone, Thank you for inviting me. thank you for bearing with me.

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As I was pretty ill the last time so i'm really thankful that I was invited back and able to come to this meeting.

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It's good to see all of your faces or some of your faces. i'm going to dive right in and see if I cannot speed, but but move us quickly along because because I know you said 8 30 so

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we're gonna try our best here. let me see if I can share my screen.

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Do you mind giving me access to share my screen

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Perfect, alright,

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Get into presentation over

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Okay, Well, thanks. everyone. as Michelle had just introduced myself.

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My name is Niagara. I am the executive director at New York.

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Apple scene today i'll be presenting about Segregation.

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The history of segregation in New York city schools and also how we define integration and and how the movement for integration has gone along so really quickly, just to give you a sense of what i'm going to hopefully, get through

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today. we'll start with. Why are new York city schools so segregated.

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Then move to defining integration which we use a 5 R. framework.

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So i'll go through the 5 bars of real integration framework, and how we've defined that, and to find that word for this modern movement.

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What the movement for integration has has looked like to get a sense of how we've gotten from talking about.

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Why New York City schools are so segregated all the way to having different diversity plans and integration, and diversity and equity.

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Being goals that that have been laid out and Then lastly, what this means for rezoning efforts?

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Why i'm here for this meeting what can meaningful integration and having that definition, how does that interact and intersect with rezoning efforts just really quickly to give you a sense of the organization that I represent So as I

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said on the executive director. There we are, a nonprofit that advocates for integrated schools and communities in New York City and State.

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However, if you have heard me speak in other occasions, I always say that New York City gives us plenty to work on.

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We look to work closely with communities and stakeholders and supporting real integration. And for us we believe that integrated schools are those that achieve racial, ethnic, and economic diversity.

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They appoint leadership that's representative of this diversity.

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They facilitate relationships across difference, they practice restorative justice, and they share equitable allocation of resources.

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And I'm gonna go a little bit more in depth into that mission later on.

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So really quickly. let's start with where the problem started why are we so segregated in New York City?

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And this really comes from thinking about residential the history of residential segregation in New York City.

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So let's time travel back to mid twentieth century, and we had a lot of driving and segregated forces that were at play.

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So we had at White flight. At this time there were folks that were going to white folks that were able to go and provide and get homes in the suburbs.

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And so you had a lot of middle class families that were wanting the single family homes.

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The picket-yard fence, the American dream, and they were fleeing.

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The the cities and going to the suburbs, and they were able to do so because of again these segregated forces that were happening at that same time with real estate.

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So for those that are unfamiliar with the history of redlining

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The Federal Agency. The Home Owners Loan Corporation created maps, and there are color coded maps, and if you lived in a green area it was really easy to get a home loan, and if you lived in a red area, it was not

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so easy, And those green areas were where white, affluent, affluent folks lived, and the red areas were predominantly where black folk lived.

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So it was really an extension of Jim Crow at that time to structurally and systematically exclude African-american families from being able to acquire homes and also acquire wealth.

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You also had things such as racial covenants happening at that time.

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So you had. folks that had would say that you cannot least sell rent.

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What have you your home to someone who's not a member of the Caucasian race?

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You had experience areas, zoning laws, and you had racial steering happening.

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So you had real estate agents. There are also perpetuating these these exclusionary practices by steering black families into predominantly black neighborhoods.

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White families in predominantly white neighborhoods. at the same time that all of this is happening.

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You also have to remember the great migration that was happening as well, where 6 million black folk were fleeing racial violence in the South.

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So as white flight is happening, you also have the great migration. and then, on top of that, you still have these practices of racial covenants of racial steering, of also for the public schools, having attendance boundaries, created a certain way,

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You also had public housing being concentrated in certain areas in certain cities and folks being steered into those areas.

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And so all these different forces work together to really create a foundation of residential segregation leading into the 20 first century.

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You'll see that we also that cities were starting to become hip and cheek. and so folks were coming back into the city.

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But what didn't stop is a lot of the racial steering as well as public school attendance boundaries that were continuing to be made to segregate students.

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And then on top of that you also have what makes New York City in a way unique Is you also had that it wasn't just residential segregation.

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It was also school segregation and school policies.

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So in New York City is really coupling of historic residential segregation and unfettered school choice.

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And you had 2 things that were happening so you had the jerrymandering of district lines, and so you'll might be able to see in that map there.

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But you've also probably noticed when you look at some of these district lines.

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They look a little funky, and a lot of these, if you start to dig into the history, are ways in which folks really carved out particular families, particularly demographics, to go into different neighborhoods.

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And you also have unfettered school choice that's happening in New York City.

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So what do I mean by unfettered? I mean that there is no control on on student assignment.

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Essentially we do have zones, but there's also ways that folks have been able to find loopholes and predominantly folks with access to information and access to knowledge, to figure out how to get their their child into different schools and so this

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school choice that happens at the elementary school level. The middle school level and the high school level really has perpetuated these issues on top of exclusionary admissions.

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Policies that we have seen, such as certain screening priorities like attendants that have shown to have a disproportionate impact on students with disabilities.

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English language learners, students in temporary housing and historically marginalized groups, such as black and Latinx communities.

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I have 2 reports here that just go into this more in depth.

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But I think something that oh, it came out of both of these reports.

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One is from us looking in an elementary school segregation, and the other is from inside schools.

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You know they found that if everyone actually attended the school closest to them, their neighborhood school, we actually would be less segregated than we are today.

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So that's a little bit about sort of how how we got here.

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Why, what is the beast and how it was created? Right? so how do we combat that?

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How do we even? How do we even start and I always say with a multi-faceted problem? There needs to be a multi-faceted solution?

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And we've really defined this movement by a framework called the 5 ours of real integration and a lot of times. I always like to go through this definition in depth, because I think when you think of integration there's a lot

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of different things that come up for folks. There is thinking about desegregation.

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Thinking about integration is just moving bodies one way or or the other way.

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Also thinking about integration and and some of the trauma that predominantly black communities based on this, and folks remembering and harkening back to times when integration happened and rocks were being thrown at buses right so

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there's a lot to unpack with that one word, and who better to think about and unpack it than students?

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So the 5 h of real integration asked was created alongside students from Integrate, Nyc.

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Which is a student, Led Advocacy Group in New York City, and they initially sat down with a teacher, and it was a couple of students, and they realized the impact and the detrimental effects of segregation in their community and what was happening

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and they were like, Okay? well, we want to integrate. But what does integration look like for us?

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What is, What does this mean? And and students came up with the 5 ours of real integration.

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So again, I might sound like a broken record. but we always say that real integration is about more than just moving bodies.

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We define it by these 5 different pieces. which also have a historical background.

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Hearkening back to factors that were actually considered, and use for thinking about remedies after brownie board but to go through them.

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So first, our race and enrollment are the schools integrated through admissions, processes that prioritize diversity by ability, race, class, and home language, resources that we want to make sure that our schools have an equitable allocation

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of resources that there's a fair distribution of funding but also of opportunities. right?

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It's not just funding it's also ap classes it's opportunities, arts, classes, all those different resources that that folks seek restorative justice to make sure that our schools are implementing restorative

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practices and not punitive discipline so that folks don't feel like when I say folks I mean students do not feel like they are being criminalized once they pass through school walls.

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I actually just took a tour of Park Slope collegiate earlier today.

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And pass through metal detectors there. and listen to stories from students who wanted restorative justice practices because they're They are tired of feeling unnerved and incriminalized having to go through these metal

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detectors at their school. representation. so the also the students within the school are also reflected in school faculty in leader and leadership diversity.

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So again It's not only talking about school in teacher diversity, but also the governing bodies that look over these schools.

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Cecs the Pep. Are these also representative of of students cultures and identities?

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And then, lastly, but not least, relationships. So integrated schools are also schools that are encouraging students to foster relationships across difference through providing a culturally responsive curriculum and also having that professional development for educators So

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we want to want to ensure that that is, the relationships are being nurtured.

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Once students are are in the school. once the school is integrated that the work is not done.

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And again, that is how we holistically think about integration as again, not just being about one student going here or there, but that there is a lot of work and other opportunities to really think of how we can collectively think of the holistic

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child, how do we uplift the schools? How do we uplift the families in the communities?

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Through this process

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Really quickly. just to sort of figure. out Okay, so you have the 5 bars we've gone through the history.

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What does this look like? And so I I wanna also just give a really brief of how us defining integration has also tracked the movement for integration in the in the city.

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And so thinking about this movement, and why we really started to pick up this conversation.

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In the first place, obviously, it's been ongoing since Brownie Board and I could go way way back.

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But I want to sort of start where there was a lot of momentum growing, and it really was between 2,011 and 2,012 in 2,011.

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Obama issued the Obama Administration, issued guidance on how you could think about Diversity and K.

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Through 12 student assignment, and then around the same time into a year later, 2,012.

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You also had that New York Times report that came out that that landed the infamous line that New York City is one of the most segregated school systems in the country, and I think it really spurred conversations to be

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happening city wide on That's not a great infamous line to go by?

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How can we actually start making a change in and putting it then into not becoming one of the most segregated school systems in the country?

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Something that started very early on. After that the apple seed was a large part of was that the do? We adopted its first diversity and admissions.

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Plan which was a plan that set aside seats for students, for who were eligible for free and reduced price.

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Lunch. and you'll also see though this was the first one in 2,012, 2,013 it started with one school, and now there are over a 160 programs within New York city.

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That use the diversity and missions program to set aside seats for students from free to reduce price lunch students who are English language learners, students in temporary housing, nitro residents, et

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cetera, and then kind of to bring us through to sort of where we are now.

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And I said earlier that we've sort of started to build a foundation that we can work off of that the city and us as kind of community can collectively work off of when we're thinking about integration and the importance of it in our

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communities. Again you had the growth of this diversity and admissions program.

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I also put the New York State Education Department announced that socioeconomic Integration pilot program which I cannot see. Dr.

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Compos Superintendent Dr. composo's face at the moment.

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But i'm Sure he's familiar with it because y'all have been a part of that work through through this time in 2,017.

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There was also a diversity statement put out by the city that that stated that diversity was, was of importance for for public schools.

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And then you also saw that trickle into what I believe was a a really seminal report.

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In which the former Mayor Debasio commissioned a group called the School Diversity Advisory Group to release 2 reports.

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That essentially created the blueprint of how we could think about inclusive and integrated schools for New York City.

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You also had districts and communities start, come together to think about diversity, planning what diversity and integration meant for their schools and communities.

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And you saw that reflected in the district 15 diversity plan that went that was implemented in 2,018, 2,019.

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Then we have the pandemic but that hasn't stopped the momentum in the work.

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We've had a lot of other accomplishments and work that is, that has happened during that time.

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For example, if we're talking about again integration, holistically, we won the the fully funding foundation aid. That was something from the alliance for quality education that they really worked on but thinking about different ways.

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That we've really been able to holistically support students moving forward.

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I am on my second to last slide and I think i'm doing okay?

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Sorry sorry about going a little over but all of this this history defining integration, and in where we are So how does this intersect with what's going on now?

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And I think this goes to when we talk about meaningful integration.

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How can that framing help with rezoning opportunities?

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And I think there's, 3 things to to look at there's that rezoning provides an opportunity for school communities to re-examine how school boundaries and different admissions, Processes are interacting with students and families

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access and opportunity, because I you know integration is not about saying you need to go here, and you need to go here.

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It is a conversation about who does not have access, and who does not have these opportunities?

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And is there a way that we can think about opening access and opportunity for those who have said they might have choice, and a student assignment choice system, but of not historically really had it right.

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It provides an opportunity to evaluate the impact of rezoning decisions that they may have on the diversity of nearby schools. and it also provides an opportunity which I think is most important in which you are doing right now

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for community engagement across will communities that sometimes might often be siloed and and not really interact.

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And I think it provides a space to discuss how we can make collective changes.

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To address ongoing community needs. And so you guys are already doing a lot of surveys and and work with those different pieces.

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But I just wanna provide a quick framing of how to think about the 5Â h of integration.

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But also when does talking about thinking about preparing recommendations and discussing these efforts?

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I think brainstorm on the what, learn the why, and take action on the how.

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When I say brainstorm the way i'm thinking about questions that you probably have already started asking, and have been asking. not.

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Probably you have been asking, which is, you know what is the sense of community feel like in different schools, right?

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It's not just about the student assignment where the lines are gonna be.

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But let's dig into what the sense of community feels like in these different schools, going to the relationships are what are the resources and programs available in these schools and in and do they differ from other schools going into the resources.

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Are What are communities hoping to achieve during this engagement?

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And then from there Well, okay, Well, now, there's a lot of questions about Why, why is there an imbalance of resources and opportunities in the school, or a wire current zone boundaries going across?

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You know we just had the the conversation in 361.

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Why are they crossing between streets and going across people's backyards?

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And why is this happening? Is there? Is there something that happened historically that we really need to explore and be educated about?

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And why the students of families have to experience have experiences dealing with blank, and that could be anything dealing with lack of a

lack of arts in the school, dealing with racism, dealing with ableism, dealing with what have

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you are there different things that people really want to take into?

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And then, lastly, and I think you guys are kind of in between these steps is really taking action on the how right?

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So how can we make changes? The will lead to more access and opportunity?

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Are there proposed recommendations? Are they uplifting and supporting communities that have been historically divested in right?

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Are there changes that we? how are the changes we're making also helping with uplifting folks that have been systemically erased and not heard within our school community?

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And also I think it's important to think about how how do we hold ourselves accountable, while also holding the doe accountable for these recommendations?

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Because again, I think the doe does sometimes it's best. but thinking about thinking about integration holistically, when it's a conversation about student assignment that you also want to talk about resources, How can you hold them accountable

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for a recommendation that you want to make about resources. right?

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So to close off. I took some data that you have probably already seen, and some of it's a little small, but i'm happy to also share these slides.

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I just want to say, I think District 30 and I live in 4 stills in District 28 down the road.

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But I think what we hear when you live in queens.

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Is that, like much of Queens district, 30 has a wealth of diversity.

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However, I think this diversity is not always represented in all schools, and we also know, from reams and res of social science research that

segregated schools lead to this disparities and opportunity and access and so I offer and

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talk about the 5 h of reel integration tonight as a framework that is available to communities and into you all to think about as you're being involved in various planning efforts to think holistically about what integration means and looks

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like for for your community, right? because we want to make sure that it's not a definition.

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It's just very rigid how can you take the 5 h of real integration.

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And what are those buckets mean for your for your community?

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And with that I hope I kept to to some minimal time and and answer any questions.

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But I have my email right down there for folks Well, first of all I want to thank you and you talk quicker than I do.

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So I love it. I love it, I love it! I love it!

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And you didn't even have to rush but I really appreciate the presentation.

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Let's first go to see if there's anyone on any of the panelists that have questions Denya

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Okay, I got one. The only thing I was I was noting and i'm glad when you said you'll leave the the slide slide that cause I said I need that, and because I was taking too many notes and one thing was that you know

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i'm amazed cause i've lived in this district all my life is like my running line forever.

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That until I actually came to the council, I never heard about any of these school diversity plans.

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You know about what's being what was research educated and in terms of how a lot of this was laid out.

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We didn't think is that I I view that as a way of not empowering people, because we don't have access to information, so we can't make decisions for ourselves, and I have to come here to this form in order to find

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pieces of it, and you kind of laid that out do you see that that's so.

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Prior to 2011. I think you said when Obama started with you know, has the recommendations for verse, You okay to 8 volcano 12. You know how it was scratched.

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Did you see that? Was it any movement, or did they call it something else like?

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Are we missing something in terms of that? Only say, do we?

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But in state do we, in terms of looking at integration. because we know that families were moved all over and in in retrospect we assume it was for the point of integrating schools?

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But we don't know if that was really the reason you know Were there any efforts before that that was cloaked in other beings that spoke to diversity?

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Yeah. and and I want to make clear that you know we start our timeline in 2,011.

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But I always want to make sure that I give credence to folks known and unknown, that that have been doing this work from time.

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I think, as speaking also as a woman of color we've been doing this and been in this fight for some time, and there are a lot of communities that we still learn about today that have been working on diversity.

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Efforts in their school. for what they can do before 2,011.

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I think we started 2,011 as a pivot point.

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Because it was when folks were thinking about how they could actually go about students assignment in a holistic way.

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I could really go back like way back to there was a case called parents involved in community schools.

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That was happened in 2,007. Essentially, what that case said is that student assignment race could not be the only factor in student assignment plans.

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You had to think about it in a more holistic fashion.

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With race neutral objectives. Thinking about that first. What happened was justice.

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Kennedy at the time wrote a concurring opinion that said, Actually, diversity needs to be a goal.

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And here are some different ways that you can go about it.

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So what this Supreme Court decision did in 2,007 is a sort of stunted.

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The integration movement because it was bay, and folks were hesitant about thinking about how to create diversity.

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Conscious, diverse conscious policies like racially conscious policies for their school communities.

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And so it wasn't a topic that was really broached, and part of what we did in 2,012 with that Ps.

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133 is a lot of our work from the apple seed Side was talking to the doe and saying, This is something that you can legally do.

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It is legally permissible. you can start it there's the Obama Eric Guidance, that says you have.

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You can do a voluntary plant student assignment. plan with a focus on uplifting diversity.

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And so that's why so? I guess this is a long way of saying like Yes, there is definitely things that were happening before then.

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But there was a certain in those conversations that wasn't sort of re up until 2,011 2,012 specifically in the city.

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I? I thank you for that because I But when you mentioned before about when you slice talking about like what the community looks like, right, what what the school community looks like, and you talked about historical movement of families, and people that led to what I you know

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my catch rates is the historical way to structure of things here and about, you know, people throwing rock, said Buses I was one of them people had rocks donate buses.

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I was also one of those people where, when the teachers we had teacher strikes back, then right when the teachers went on strike, the teachers who taught me in the classroom or cursing me out because I was a kid who was answering telephones for

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the principal, and they would curse me out, and, you know, think I have to talk about the composer.

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We need to rename one of those schools after back to Abraham.

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But that's another story, because there was sensitive people back there who saw your client and saw how you were misplaced this wasn't my community.

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I never felt part of that community. and you know that's an important thing to have a conversation with people now, because we still have you know, creating communities and talking to Some principles.

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They do recognize the community that they're dressing in and how to make you know them holistic and feel comfortable, and that's part of this this whole dynamic right of Well, in integration, making everybody feel part of the family

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It's not only just about race other things Okay, great.

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I am pretty really, really do appreciate that. I I could listen to you talk for another hour, though we can.

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You have my email, so we can always find another time. And I will say that to your point. in preparation for this presentation.

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Something that I read back was the voices of Queen Queens Bridge, done by the Reese neighborhood center, and I that center.

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But you know I I didn't didn't necessarily talk about it. but I think it's just a point that for me when I was like, okay.

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How do I enter a conversation responsibly on thinking about rezoning efforts, knowing that history, and knowing that that those different please those different places and what had happened was also incredibly important.

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Thank you. Okay, and you wanna go see them or any hand raised

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Let me just I think folks are just let me tell you I don't see any hand raised right?

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Yes, there's a hand race christine burns is still with us, and she's raising her hand

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Hi, everyone! I just wanted to thank Naya for this talk.

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It was really interesting to me, especially as someone who grew up in Boston which had it history of racial segregation and busing as well.

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And just to say that it's really something that's important to district 30 parents to to make sure that we have racially diverse schools and supportive schools. I grew up in suburb. So say Well, I was in arlington

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But it was kind of past before my time, but something that I think still resonated like 20 years after that.

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So yeah,

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Anyone else. Thank you for the comment

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Okay. Oh, Jonathan, it I just wanted to say and Maybe you were gonna say this.

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But to remind everyone that this this meeting is being recorded.

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It will be up on our web website. so for those of you we're here and found it interesting.

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This part of the interesting you can share share it with.

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Okay, And on our on our website, once it please, processed and uploaded, which takes takes a few days right now.

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Video about 3 days to to process the video and get it out.

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Well, tomorrow is Friday, so maybe Tuesday

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Oh, Whitney, go ahead. I don't have much to say I just wanted to thank Maya for her presentation.

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I I learned a lot, and I really do appreciate her giving this presentation, and I also appreciate the parents calling in and speaking in and saying how this is important as well.

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So. thank you so much, Maya. No, thank you. God, I can make it

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Alright, we have a thank you in the in the comment from kind of presentation, and I don't.

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Am I missing anybody else. whitney's hand was up Whitney and Whitney?

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I need to put it down. Thanksgiving alright, so within.

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Thank you, Ms. Burg. We appreciate you and we'll get to see you again soon.

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Thank you so much anytime. thank you. Take care, bye alright, that that brings us to the end of our agenda.

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As Jonathan mentioned within time, the the video of this meeting will be up on the website.

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The next meeting of the zoning committee is not until June night what you should be hearing from us before then.

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About the middle school zoning in the area, and of course done it to the next calendar meeting for the season.

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That is June 6 6 with that want to say thank you to everyone.

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Thank you for everyone participating thing for showing up. Thank you.

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Everyone in the audience for coming, and We'll see you next time Have a great night.

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Thank you all Thank you. everybody. Thank you, doctor. Thanks.