

WEBVTT

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Okay.

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Let's see.

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Alright so I'm looking for.

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This is the interpreter Canada Chris, just let me know when to start the announcement, or the Spanish line.

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I'll give everyone a few minutes before I start, maybe just two more.

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Okay, I'm gonna go ahead and start that okay Gail,

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There we go. Oh you're on mute your mute.

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Yes, okay.

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This meeting was called by the cc 30 zoning committee and will be moderated by myself Danny Mar and co presidents Deborah Alexander and Roberta cruise.

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We have Spanish interpreters here working on a separate line, thank you to them for being here and providing this important service to our Spanish speaking families.

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And I will ask all participants who are speaking to speak slowly to allow the interpreters to keep up the interpreters will now announced instructions and Spanish for attendees who may wish to dial in line.

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Okay, go ahead.

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Okay, this is our Shin Spanish interpreter the following message is going to be in a Spanish.

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What we want to start this at told us, told us personally speaking into Latin is the spine up of origin alumina Telefonica owner, tres, cuatro ca racism takes his water oh no no Quadra he put a number of the concurrency and difficulty on today's CFA those

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Quadro to face. Today's on the loss symbol no middle man to eliminate the telephone no para linear espanol SL owner three Squadron she didn't really say says quatro quatro conference ID.

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number and I want to say look on the emotional chat is the massacre, which was Yes, thank you.

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Let me unmute myself.

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This is a public meeting and is being recorded, please mute your microphones. This is a community engagement zoning committee meeting, which is a subcommittee of the CC, this is an open public meeting and we are here to listen to you.

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Welcome to our community conversation zoning committee members are here to listen to the community's thoughts on education in District 30 schools and how the community feels about a potential rezoning project.

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We've asked one of our community leaders Bishop Taylor, who just got on Hello.

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And also I didn't see if our, our two ds 30 parents on here.

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Deb, do you see them or Gail are they in the waiting room possibly.

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Miss Malaysia and Miss Celeste.

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You see them down or Gail. Yeah.

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No.

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Okay, they might join us also we have to Grady 30 parent leaders Miss Malaysia Jones and Miss Celeste Lawson will be also coming on as panelists. So thank you everyone for being here including Bishop Taylor high.

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partners, the Office of District planning, who will also be helping facilitate this meeting, and I will let die go ahead and introduce her team. Go ahead, say.

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Thanks so much, Danny. So my name is Kai Greene I'm the director of Queens planning at the office of District planning, I think I've been on a few of these meetings over the past few months so you may have seen my face before and I'm here with a few colleagues

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I'll let them introduce themselves.

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Thank you. I'll jump in next I'm Reba I'm the Associate Director of Queens planning on guys team and thank you also have met a few of you have seen a lot of you thank you again for having us today.

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Hi everyone, my name is Sam street I'm an analyst I'm working with the Queen's team on this project.

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Thanks Sam and we have a couple colleagues here from our Community Affairs Division of the DMV, you want to introduce yourself.

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Hi everyone, my name is Stephanie bright Alaska, I am the Community Affairs team I'm here to support.

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I'm Michelle Martinez good girly I'm Deputy Director for Community Affairs. Also, our team works with advocates and community based organizations, so we're excited to be supporting this meeting.

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Thanks for having us.

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Great.

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I think that's all of us, Danny. Should I continue or do you want to say something else. No, go ahead by, take it away. Great, thank you. So many of you been have been on meetings in the over the past few months with us.

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You've heard us talk about, we've presented a PowerPoint deck a few times, and really want to take a step back and not get so complicated we really want to have a chance in a space to hear and have a dialogue with you all the attendees of this meeting.

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So thank you to Dr Glasgow into the CC for creating this, the space for us to have that I did want to just give a few facts about what what brings us here today and then, do you want to really create a space for that dialogue.

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So, as many of you might have seen on a few meetings with the past few meetings. There is a new building opening this coming September.

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We call it personal if there was a school ps3 it for that has been incubating and it's in a pre k center that will be moved to this new school building that started us on our process really talking to the CCC in the superintendent, about what what the

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fact that that school building is opening means, and we actually for a while got a bit focused on okay well let's create a zone for this school let's do a rezoning, and it all got honestly a little bit complicated.

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I think as we might have gotten a little bit ahead of ourselves, had a bunch of meetings to talk to the community and really heard the feedback that actually let's step back and go back to basics.

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There is a new building opening the tip of Hunters Point.

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What really does that mean for us all.

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So that's what we want to have this meeting, I don't want to have a meeting that is, you know, just an open listening session without any kind of guiding guiding questions of what we're asking, but I also didn't want to be so focused on what I think we

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had been in the past, which is okay, how are you going to resume the school because you know what maybe we're not going to reach on the school that is what we've been hearing.

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So we have talked a few times to this group, you know, to the CC and whoever had been on the past few meetings about real basics, what, what does this mean ps3 84 is moving to this new school building, and there's some kind of basic questions.

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Do we want the questions and needs that we want to have this discussion about.

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And we come up with three goals which we come up with with the CC and we had talked to the community about I just want to repeat those three goals, but then take a step back and really hear from you what questions you have about the presentations we made

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in the past, what you, what do you think is happening and I really want to emphasize and I've said this before but saying it again and taking a real step back.

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We are at the beginning of a process to figure out what to do.

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And there have been no decisions made. And that is why we are coming to you to talk about to get feedback from you that will help inform future decisions, and my really my hope is we'll have a series of engagements, get some information and then come

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back to you, this is not going to be the first of these meetings, we're gonna have to have a whole bunch of this is, you know, schools for your children are one of the most important things I think a parent thinks about right.

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We will come back to you with, maybe, you know, a few more concrete refine plans, but we can't really do those without hearing what you want.

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So when we had originally come and presented at the CC meeting we had, we had come up with three goals. One is ps3 at four to make a decision, do we want to provide a zone for that school that is currently a school without its own right now.

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We have looked into the buildings surrounding that school, the school buildings in this area, and there is some overcrowding, it is an important priority to do in and of, and I'm sure of you parents to, to kind of alleviate overcrowding right to prevent

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schools and building from being having too many kids in them.

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And then also we have been talking, and this is a long and big and hard conversation. And we're not going to come to a real decision tonight but another goal.

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We have been talking about is how to use this, this new skill building in this Decisions, decisions were making to create diversity and equity in this area.

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We're definitely not going to come to know what that means tonight but that it has been one of the goals we have been talking about. So I think those are the real basics of what we have been doing and what we want to talk to you about.

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And I really would love to open up the floor to you to the you know the attendees here.

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Help us understand what your questions are, are there things we are talking about that you don't that we haven't been clear about is there more information you need.

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Let's start there and then we can we can we can continue.

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Just a quick question you said three. So one was to zone 393 84 and the other one was pretty diversity and equity. What's number three, the actually the second one I said was addressing overcrowding overutilization in District 30.

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So, I don't know, I think, Gail has the signup list. I think maybe if if you use the zoom feature to raise your hand.

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We can know that that you'd like to talk and we can figure out a way to call on people.

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And if I, if I may just like as we open it up for discussions and hearing from folks, we just want to kind of like frame a little bit how we want to have this conversation and just being mindful rice that we all come are coming into the space with different

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levels of knowledge and experience and engaging in these types of conversations engaging with like these processes. So, you know, and we all have different comfort levels even speaking in large virtual groups.

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So definitely want to encourage folks who maybe have questions that you know you don't often engage with in your schools or have questions about what this process is and don't often speak up in meetings to, like, feel comfortable in sharing your thoughts

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through the chat or a you know through the mic and just being mindful of when we're all kind of like you know really passionately getting into something but maybe you want to sit take a little bit of a step back to give others space to kind of share their

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thoughts.

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Thank you and you know there are 112 attendees on this meeting, and that is amazing.

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We are happy to hear from every one of you. There may be questions we can't answer right now, or will need to come back to you. So, we have come up with the this concept of using the parking lot that has been used in some meetings.

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We went off your through a screen share briefly but basically if there's an issue, we want to, we want to talk about but not tonight or not right now we will write it down in the parking lot.

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So we will memorialize it and remember to come back to it. I think we can create a little sticky note, a virtual sticky note.

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So that is one way to kind of keep us Yes, keep us on track.

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But not forget questions that we, You know, we can't get to quite yet.

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Yes, thank you for demonstrating Reba.

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Yes. So I think, raise hand on zoom is maybe one of the easiest ways.

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I see some people raising their hands already

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vida you want to call on them or do you want me what's easier for you actually be easier Dan if you could help. So, If you could call them. Thank you.

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Y'all can you make it so I can look it's not letting me, click on it.

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I'm sorry Danny before we said that, Chuck thank you I, I said I didn't want to go through our whole PowerPoint before because that was that's we're taking a step back, however, I think there's a couple slides that might be worth sharing that are like

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really visual just so we're not talking, theoretically, give me one second, or is it want me to do that. Yeah, could you think you may have as an expert's screen share one of my.

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So yeah, as I mentioned at the top we have definitely showed this PowerPoint before but I think what I want to make sure we just draw everyone's attention to, are the current zones when we talk about zones just what that means and kind of where we are

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orienting now as the current landscape for district district 30 and things we can consider to shift. And so, give me another story but that didn't actually share, yes I do know it, talking while I while I pull it up.

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Okay, now you can see them up.

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Yes. Great. So, these are the current school zones and we did just want to share this visual so folks can visualize what we're talking about if zoning is something that is discussed tonight or something that folks have questions about.

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So these dark lines are the black lines around the current zones and all this, all these little Flags indicate existing schools and you'll see the key here shows the different colors and the different shapes.

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So parcel f the buildings I mentioned, which is q3 75, where ps3 84 will be located is down here at the southern tip of hunters point where these green dots are personal see is another new elementary school building that's being constructed.

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And the little red flags are the current schools. And then I'd be remiss if I didn't mention all of these numbers and, and this long list on the right hand side here this is the rezoning that took place in Jackson Heights about two years ago that is still

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phasing through so it's just showing over time. The lines are shifting. So, this, these are the current zones and again, we are not having a conversation tonight strictly about rezoning but if there are questions about drones or something that is discussed

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or thought about they want to share kind of what we mean when we say zones.

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And then, the owner. And again, we've showed this before, but this is the new rendering of the new building that is opening on 37th Avenue, which is that little kind of last tip at the southern end of Hunters Point, so folks can get excited about this

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new building that is opening in September 2021 for district 30.

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And then just the other data point that will

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go towards are some of the demographic breakdowns of the current zones as they exist now, and we can come back to this data is a lot to digest but they want to just resurface this if this was on the mind for anyone from our last conversation.

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So students are economically disadvantaged which again is broken down by the current zones at kindergarten and economically disadvantaged by the definition our students that qualify for free and reduced lunch or HRA eligible.

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So this is a snapshot of that data.

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And a color chart here of some of the racial and ethnic breakdowns.

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I'll elevate the key I know it's small, but the colors down here showing the different racial categories. And again, I think I mentioned this when we were together last time this is the data that the DMV collects through self recorded surveys we know

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that folks have a lot of different ways that they identify and this is not necessarily all encompassing, but this is the data, each school level as it exists currently.

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So I think we wanted to just kind of ground us back in the zones and some of the data as part of the conversation for tonight.

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I just had to miss. Lisa is on so I thought I'd let her speak first one of our parent leaders.

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Thank you.

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Hello everyone.

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I'm looking at the comments, and the chats, kind of confused on what I thought this meeting was going to be about tonight. We will totally move on to talk about the possible rezoning of the kids and the story area.

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If so, how is that going to go like, because I just came in I don't know how much I missed that just came to work, but me as a parent and lived in Queens with houses, I grew up here, and I went to 76 122.

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And personally, there's never been a issue with diversity in the schools, which we were told, and why the rezoning was happening. So I want to know if this does happen and how we can determine where our kids go because we have panelists will more than

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one child, how are we going to get these kids to school at different times on time.

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And with what I have to send my, my daughter and son, far away from me, or will that be an option.

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Yeah, thank you and thank you for those questions and about the purpose of this meeting, we did talk a little bit before you got on.

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So we, one thing I had said is we had come to a few meetings, cc meetings in the past and had kind of come in fairly rezoning focused and we want to take a step back because we are hearing from the community we may not be there right we may not want to

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be doing a rezoning right now, we want to take a step back and really hear from the community and thank you for what you just said about.

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We know there's a new school building opening right that would that I don't know if you were here for the map or even just showed but we know there's a new school building opening, and that can now that can cause some reactions some changes.

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And we hit a for a while talk really kind of heavily about rezoning we want to take a step back and say, it's not necessarily rezoning, what are the other options What do parents, what are their questions, concerns, in order to let us really create a

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plan for this new school building. So I think what I'm hearing from you is you want to hear about rezoning but you have concerns like if a school is resolved, what does that mean for your particular kid, and I think I just heard travel distances, is it

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is a worry and especially kids at a couple different schools is worry is that right.

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Yes, yes. And the safety. The safety tool because then you have, what have to say kids body so to school, and unfortunately I'm in Queens with houses where they have all the doses in the area.

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And if it comes to them both my kids to separate schools, and I have to work. Now my have the concern of how got the school safety Okay, what's going on in the neighborhood, you have to consider the fact that a lot of people has not safe for our kids

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to go to the other schools.

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So, one thing that, as I said we're not necessarily doing rezoning or rezoning but if we were to pursue pursue a rezoning any child who's currently in a school will stay at that school and quietly likely any school age sibling who is going to that school

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with stay at the original zone school.

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But I think your question is broader, it's not just you you're talking about the, you know, the your community and your neighbors, what potential resigning would mean for them.

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But just may want to make clear that you're, you know, if you're in school you're in school you stay in that school, even if it's around.

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Thank you.

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Thank you and just before we, you know, go through hearing folks questions and feedback I did just want to make sure everybody knows how to raise their hand we suggested that that was the way that we would call on folks for questions so if you are on

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your computer. On the bottom there's a button that says raise hand it's a it's a hand and if you click that it'll raise your hand like we've seen on screen from some of our panelists are ready.

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If you are on your phone, there's echoing, there's three dots and I can pull up an image and share my screen but there's three dots in the bottom right hand corner that you can click and click the raise hand function and if you are called in I see some

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phone numbers, you would press star nine to raise your hand.

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And I know we have some. Oh, also Bishop Taylor.

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Do you want to speak also

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excited you're on.

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Yeah, I just Good evening everyone, I hope everyone's doing well. Um, so I guess a couple of things came to mind. As the conversation ensued, and.

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Am I pronouncing it right Macaca.

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Yes, Bishop you don't think so, yes so I grew up in Queensbridge and I've been here all my life and and whatnot and one thing that, you know, I recognize is a couple of stories that comes to mind vice president Harris, talks about how she had this opportunity

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to be bused to a brand new school that happened to be all white. But she and a few other students integrated that school but going to that school, gave her a different quality of education than I was listening to re McGuire the other night, and I'm.

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Then I was listening to Ray McGuire the other night, and I'm. This is not an endorsement for any Mayor I'm not listening. But I was listening to his story and he was saying that living, where he was living I think in Ohio, that he got an opportunity to

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go to. I'm just gonna say the way he said, an all white school and another white and white neighborhood, he was bust there. And because of being exposed to other people and other cultures, he wound up being who he is now, you know he's running for man

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but he was, you know he worked his way went to Harvard Business School and just add the third whatnot.

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I'm thinking about when my kids were growing up, my son went to the new school at Hunter's Point.

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What was the name of that school 78 or something.

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And we were excited he was in fifth grade. And of course he was in. You know the old school. Another 111 or whatever. And when we heard that there was a new school brand new school opening we said oh wow, I love to get him over to that school.

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And, you know, we had to you know it took a sacrifice to get them there but he got a different quality of education.

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By not staying. You know when my wife went ps 111 and she went to two or four and then she went to LIC High School, and whatnot, but I just think that, and if there is I think that parents should be given choice.

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I think that is not fair for us to probably speak for all parents. I think parents that may want to or may perceive that, you know, going to a state of the art school in an area that's not too far from a library that looked like it was built on Mars,

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having all these amenities I think some parents may want their children to experience that. So I think that giving parents choice.

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You know, is something that we should explore, because some people, and like McQuarrie McClatchy said you know she has two children, you know she needs, easy, quick access, you know, and she wouldn't want to have her children separated.

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may be some parents that may say, Well, I think I'll sacrifice this in order to get that. And so, just looking at the charts and the demographics, we know that white schools and better neighborhoods, get give a better quality education, that's the facts,

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we don't want to talk plane but I'm talking playing for me but I'm saying everything that everybody doesn't want to say, Okay, so that's why I think that the integration has some equity to it.

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You know what I mean. And, you know, that's just and I, and I pass the church with hundreds of people now thousands, thousands last Sunday I had 16,000 people in church.

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Unbelievable.

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And so, and a lot of parents are saying, I want choice. You know I want to be able to choose to send my children to a better school. So anyway, I'm sorry, that's what I want to just kind of Express for the people that won't have a voice but our part of

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my congregation and I know that with their sentiments are so I just wanted to express that.

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Thank you, and Danny I don't know if you wanted to, to monitor to monitor the next person to speak. Yep, I was gonna go into the attendees now the first one is Catalina Castro.

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And she is. Go ahead.

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Hi, how are you guys doing tonight, um, I really love the idea for the rezoning, and I'm excited for the school integration, but as a parent of District 30, and as a teacher, how can I support this process of happening and what would be my next steps

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like what should I be doing. Yeah, that's a great question. I think coming to these meetings and, you know, and, you know, letting us hear your voice your concerns your questions, your opinions.

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That's what we're trying to do in this next step. So you said you were a parent of District 30 and a and a teacher.

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Correct.

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Where are your kids are they might my children go to ones wanting to and I actually teach at 111. Okay, great. So you're right in this area.

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Yeah, so that's really how you can best next support and and you know we'll, we're going to have many of these meetings.

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Sounds like you know if you're a teacher 111 you have clearly key relationships with, with many students and parents there, please help us advertise these meetings, encourage people to go.

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Okay, and also just another question. Sorry, as, as a rezoning if parents will have choice then, if this is all for diversity, how would we like expect like the outcomes to change.

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So sorry when you say outcomes do mean which schools, kids will go yeah what yeah so like if the parents are choosing, like on some aspect of where they're going to go right, how would I mean if they're going to choose all these brand new schools over

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like a school that I teach on when you know we have excellent teachers and, you know, administration, but like, we if its comparative like a brand new building and, like, you know, Bishop Taylor said he got excited for his child to go to a brand new building,

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like how would we you know if this is all for diversity, how would we make sure this will, you know, expand and move forward.

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Right, that's the million dollar question.

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So I think what we are trying to do in this meeting is really hear, hear from parents in the community, what is important to them, is it given, there's a lot of options we can we can proceed with this new building.

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One is rezoning one as special Taylor's mentioned is kind of a choice thing, maybe we would give access to some parents to numerous schools in the in this district.

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So I think the outcomes is as you termed it depend on the decisions we make there.

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But we don't want to give options for that until we hear from this community what, what really they want what you all want so i think i think i think I want to jump in here for a minute.

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You have to find a school, yes to we have some glitzy schools in District 30 on the water, and we have old schools in District 30, and guess what they will wonderful a school is yes broken brick and mortar.

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Well those nice things that come with it I agree but it's really about community. It's about our children, good staff who love the children and good administration running our schools, families that are engaged and part of our schools, and we have that

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that straight across the district so I like to say that, yes, some of our schools are newer. It's the truth, but all of our schools have great heart, and they love our children.

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So I think I know that any school in District 30 is going to provide a wonderful education and that's what we really have to sell when that stuff starts to come because yes, there are some beautiful buildings right on the water I've seen them myself 391

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is gorgeous. 384 you got to see it's great it's right across from the park It's gorgeous. But all of our schools offer wonderful education and care and love for the children, and that's what school is about.

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So, I just wanted to throw that in there, as we move forward I agree, nice new buildings are great, but it's about community.

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Thank you Dr Boston.

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Okay next isn't Alex shum, and you are unmuted.

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Um, I you know I but I appreciate what Mr. Taylor brought up about parents wanting to have options and choice. And I think it's kind of sad that you have to put your kids sort of on a bus and go somewhere far away to get that everybody should have access

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to an excellent education. You know I think in your neighborhood. But, you know, the world is what it is.

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But going back to the rezoning thought. It is 384. Currently, because right now they're in that temporary space is it's part of District 30. Right. Yes.

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So, and the new building, was to accommodate, if I recall. It's just a few years ago.

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The reason why it was requested to build a new building is because there was a need right there were lots of kids not enough seats I remember like getting a seat for kindergarten used to be like a winning a lottery ticket right because you know there

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were not enough seats for all the kids in the neighborhood. So what analysis has been done to ensure that the original purpose of the building, right, was to accommodate children in the neighborhood right, will they still be accommodated, what happens

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if it's rezoned will those children then not be in the zone for the building that was built for the purpose of accommodating them.

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And then, you know, since it is a big beautiful building, I am all for having parents, offering them the choice to send their children there but

the children that expected to be within walking distance of, of the school.

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I would imagine they would still have that option.

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Thank you.

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Thank you. Um, so to answer your question about the seat need and the need in that area. There are new schools being constructed because the school construction authority to determine that there was a seat need and it was funded so new seats for elementary

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school are being added to district 30 ps ready for like we mentioned is going into that building and part of the conversation and, and the feedback we're looking for is, should that school have a zone that is geographically near and what we're hearing

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from some folks is, you know, concerns about travel time concerns about safety and access so that is part of that consideration as to whether or not we create a zone for that school, but in terms of students needing a seat, we are adding seats to district

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30 for elementary school for kindergarten as these new buildings are opening and working on making sure that there is a, you know, equitable distribution of those seats at the schools that exist and the new schools as they open as part of this.

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As part of this conversation. So, that is ultimately what the new buildings will address and depending on what you all, tell us and how we inform this decision ultimately or the proposals that we come to it would be that would that would be the answer

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to your question in terms of who will get the seats.

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And I feel like you had a second question that I didn't answer, do you mind repeating it, or did I answer your question, I think you answered my question.

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I mean, at what I just wanted to make sure is that the original need because I remember there were a lot of meetings with a school contract construction authority and a lot of lobbying for the seats that a rezoning would not, then undo right because it's

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it's the expected kind of population of children that are, you know, you know, all of the kindergarteners are going to go into first through sixth, seventh, eighth grade that a rezoning wouldn't undo that work of that expected need and growth.

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So, that is the kind of analysis data analysis that we do, we wouldn't.

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we.

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Yeah, we wouldn't create a zone, that is too big right that doesn't that where there's more kids in the zone that would end would fit in the school. So that's where we have our analytics team that is that is discussion if we were to pursue rezoning that

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as a discussion on, on how one would draw zone line and what size that zone would be.

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I'm Dan if you want to.

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Dan if you want to. Yep. Next is Miss Angelina shawls pier and I'm sorry if I mispronounced that, please correct me

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What's Angelina Are you on.

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I can come back. I'll come back.

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Hello, don't hear me. Go home. There you go. Now I didn't see the unmute thing. Okay. Um yes so it's Charles Pierre. Thank you.

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I was close kind of.

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It's okay. I'm basically I'm and I have to say I agree with.

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Bishop Taylor, I do believe that parents should have an option to where their kids to go.

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I'm a mother of a third grader who, you know, when we first moved here she was NPS 111 which wasn't the best option for my family specifically, so we moved to 76, which is amazing.

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It's an amazing school but I'm here for wherever the best education for my child is that's where I would prefer my child to be.

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And

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it's just known like you know just even with you guys as geographics that you guys showed earlier. I want to make sure my daughter's in a space where it's best suited for her, both emotionally, and educational wise.

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And if I'm able to have an option then that's, I feel is best for parents, you know, I don't mind my kid getting on a school bus and going to school maybe that's, you know, 1010 minutes further from where we live at.

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So I'm totally down for that and also figuring out like how, how can those options be what ends up the results of this like the ends up being the result of the quote unquote rezoning or possibly not rezoning, whatever the case may be, but allowing parents

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to have that option of where they want their kids to go. And then I'm also making sure that it's not just focused on, you know I did hear someone mentioned, you know, population and the building surrounding this specific school.

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You know I do feel the people who live in Queensbridge should be allowed to send their kids, you know, all the way down, 10 minutes from us that's not that far because I'm also in Queensbridge.

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I think that should be an option I don't think that it should be specifically or towards the people who live in that area or just walking distance I don't think it should just be tied into those people as priority rise.

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So, yeah, that's what I have to say thank you.

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I just want to say anything before I call on the next Are ya know just just to say thank you for that. I think one. So I think, so you know thank you for saying that I think you're saying you're kind of echoing with Bishop Taylor said which is you want

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to have some choice about where your child goes, you don't, you are willing to travel have your child travel a little bit there there are, you know, I guess there are schools you would their schools you would consider that are not you know right there

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you want, as you said you want the best school for your child. So I guess one conversation we're trying to have here is like, how do we create a system if we do that, where, if we do a choice, kind of system as as you English a pillar of said, How do

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we do that in a way that kind of ensures that choice is is equitably available to people.

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Sorry, that's a little unclear.

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How do we ensure that all parents can can navigate that system of choice equitably.

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It's just a kind of a question to put out there.

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Do we building, excuse me, and even that was kind of low key, a challenge because of the school she came from and then ps 76 wasn't my first option, but it was also kind of the only option I had left.

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And it was basically picked for me I am not I wasn't, um, I'm not from Queens I was I wasn't originally from Queens I'm originally from the Lower East Side of Manhattan, so I know those schools pretty well I didn't know queens schools well you know my

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art is from Queens so I knew ps1 11 that's where instantly went off the back. But, You know, learning stuff from that school just wasn't great.

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But I think giving parents that option, letting them know that they have this option and then educating behind that, on what do these schools offer your kids as well you know we, I, you go into schools blindly To be honest, you know your parents going

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to schools blindly not really knowing what can actually be offered. If you're new right like we're talking about parents who are just coming in, not knowing what the schools can offer histories of the schools.

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So I'm here for just giving, allowing them to know that they have this option

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for them. I can I jump in quickly. Yes, please. Thank you.

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Thank you, Miss Charles pair so I think that that's helpful and and hearing the you know the desire to be choice for something that works best both emotionally and academically for your child.

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That's kind of what we're hearing you say and and desires question we definitely want to hear from folks how they think that choice could be equitably accessible, as we as we hear from our speakers so that type of feedback about what you want to see from

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a school what works for your student you know kind of what you look for in terms of need for your child is exactly we want to hear so thank you so much for your participation.

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Thank you and I'll turn it over to Danny to call in the next speaker, if that's all right. Just want to say to quash on Bishop Taylor please feel free to interject you don't have to raise your hand just.

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If you want to say anything or interact with any of the parents speaking, so you don't feel pressured.

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Please go ahead and speak when you think you'd like to.

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Yes, real quick.

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Take this misunderstanding going on.

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You don't necessarily have to go to. I don't want to make it a black and white thing I really don't. You don't, don't, it'll have to be, I really I'm starting to feel like this is not about diversity it's more about, they feel like district 30 schools

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is not pulling the grades that they need to pull to keep the schools open the teachers in District 30. Why does it matter where you want to place these kids if they have a good teacher, and they're doing the grace that they need to get all the teachers

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performing her job right or the principal for that school.

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I don't think this is a diversity thing because like I said I went to three the schools and it's always been diversity in schools. We all know one gallon city.

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A long time ago was nothing but factories now we have a whole new area over here, of course more kids are here and these kids need a school to go to the schools on on on burning.

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If I wanted to send them the I was sitting there but it kind of feels like okay, you're challenged in 112 and my school was better because we on the water.

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But if they get in the same education from two teachers does that honestly love doing the job black or white, no matter what the child color is why can't.

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Why do I feel like I'm making so like, well, we want to keep them there. My kid is going to do better because they own the water. I'll kind of thrown away about that.

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We have good teachers, all over. How about we work on the schools that need to do better with their teachers who's not there to teach.

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And I respond to that.

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Yep. Go ahead, Mr. Taylor. Okay, question. I'm glad you, I'm glad you brought that back up because I do kind of feel what you're what you're feeling now and I want to kind of go back and redress what I said in terms of the integration, let me give you

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another example of what happened with us with urban uptown.

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One of the programs that we run is a college access program that that works with, you may know this that works with young people from ninth grade to 12th grade to get them from high school through high school to college.

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And it was our objective and Dr. Foster, you may remember this, that when we were putting together the college access program we were trying to get all kids from public housing.

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And we did recruitment and whatnot and I think that we had 25% kids from public housing and Ben 75% from outside of public housing, and we were doing a recruitment in the school at that time.

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So we changed the recruitment started doing it right into developments. And so finally after a number of years, we had a class that was 100% from the public housing developments in the neighborhood and no integration.

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And that class did, didn't do as well as the other classes that were integrated. So my thought is that not only should I was children have the choice to go to other schools but I think that if other children have the choice to come to our school so I

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you're right. We have great schools on both sides, and a building itself, old or new does not determine the quality of the schools I want to redress that. And then I just want to, I do want to say that, you know, that when a new school is built parents

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do get excited about new buildings but it is not about the building I get that, but I also want to say that it just seems like our schools, and I've been here 50.

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Well I'm, I'm not gonna tell me but I'll just say I've been here almost 16 years, and I mean so I've got some institutional knowledge about what we what we what we're experiencing this and I can respect what you're saying because he's right we have some

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great schools, I mean we worked hard to get 111 to where it is today and frankly 111 is not a bad school so great school you know we have a lot more work to do, you know, but, you know, we just need resources evenly distributed so that all schools could

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be on the same par.

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All right, I just want to make sure I redress that. Thank you. And thank you for the context Bishop Taylor and Macaca thank you for your participation.

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I do think will pivot back to the folks that have their hands raised for more comments and feedback so I'm going to call next on the show more. And then, Christopher up she just dropped off, Christopher Murray I see your hand is raised.

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And then after that would be to say, just so you know who's next so just want to pivot it back.

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I'll just, I'll clarify here.

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Sorry Christopher two seconds on facilitation support and I want to thank our parent leaders for their presence and for their strong stances and to just say of your participant who wants to ask a question.

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If and when necessary to interact with the panel. But also we want to make sure we're hearing from as many participants as possible and that you know we're we as the DMV as a cc are not operating with a certain stance here on what should happen.

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And so please do feel free to give your comment, knowing we may at moments be in a sort of lively debate, but that we are not discouraging any position from our participants via any response that we that we allow our offer so with that, please, Christopher

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Well, um, thank you thank you all for having me I'm happy to be here.

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Um Well, my friends call me Chris.

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The students in neighborhood call me Mr. Murray. So, I consider you a friend, so please call me Chris, um, I just want to say that I'm, I totally respect the comments of everybody on this panel.

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And I understand the need for choice. However, I actually like to reframe the narrative, because all I hear is about choice, going one way, you know, black parents going to white schools.

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However, what about the opportunities of white students to come to minority or non white schools where they can experience a diverse richness of culture.

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I mean I'm a educated in District 30, and a parent, both of my kids go to district 3111, and it has offered a marvelous education at that school. I can't even begin to tell you how my kids have benefited by going to PS 111.

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I'm one person and this is just my experience, but I am connected with other parents in the neighborhood. And I know parents that have taken their kids out of schools like 78 and put them in schools like 111 and 112, because they felt like, and then will

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please because they felt like the education was better. So I know we have a lot of conversation about, you know, kids being bused in and going to other schools.

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And that can be true, just with a different narrative, you can have by kids who may not be benefiting at a 78, right, or Hunter's Point. Want to take them out and move them to go to school and another neighborhood where they benefit.

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Right, where the cultural diversity is important right where they have learned about other all ways of thinking and and and an individual of individual cultures and lifestyles that may benefit them further in the future and I think that we need to look

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at that, right, because just as someone can come out of Queensbridge and Vernon and 14th, and go to all down run into 78, someone might come from the CO ops and 78, and go to school like 111, I mean, if I'm not mistaken, the upper bound program that Misha

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tell talking about one of them and how's that.

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And there's so many things that 111 houses that you don't even know about, because we're always focused on the narrative being one way. I just think that um diversity is important, and we can't talk about equity and it'd be a one way street equities two

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ways. Right. And we have each other halfway but it involves, allowing giving kids hope opportunity and allowing kids to have a different level of experience that will benefit them as opposed to, you know, having a negative thought or feminine than one

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which the experiences will benefit them in a negative way, if they go to a certain school and I just I just, I just think that's the case and there are plenty of parents, someone is cool, who are very pleased with one 11th, education and experience, so

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much so that they want to stick it to go to school to dog junior high school because they have been very pleasantly pleased with the education they've received that 111 so far.

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Um, you know. And one last thing. As a black parent, you know, I never got the opportunity. My parents are from the Caribbean. I never got the opportunity to experience a elements you a nice vacation.

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Education in a ticket bus to a white school, I was educated in all black schools, elementary and junior high school, I turned out just fine. And

there are plenty people just like me know so I just want to like reframe the narrative and reposition our

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frame of thinking and understand that we could come to 111, and have a great educational experience. And we can also go to send me. have a great educational experience.

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But yes, it is about giving people choice, but the choice is only or can't be a one way street. It has to be a two way street. And we have to understand that.

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And And one last thing I would just like to share story about my girls because they do go to 111. And just for an example, I can't even get them to leave the school when I'm leaving.

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And back to school because they want to be in school so bad. They don't want to leave. Right, but you can only get that if kids are engaged in school, and they only engaged in school if they like it, and they like it because the teachers love them, and

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they're learning. So I just want to share that end on. Thank you for giving me an opportunity to speak, and I just like us to just think about that narrative, instead of all the other narratives about and hearing so far it's a little concerned.

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Thank you for that.

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Thank you, were real estate and we're hearing that.

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So, the next person we have up is Whitney, and then and and Mercedes so Whitney,

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Gail Are you enabling the talking.

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I can do that.

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Okay, Whitney you have permission now to unmute yourself.

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I don't see when the anywhere.

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Hello, can you hear me now.

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Thank you.

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Okay, thank you. I will have to agree with the gentleman that went before me Mr. Murray.

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For me, you know, it's just, I do think that we kind of need to reframe the narrative about what's going on and, you know, we all understand his parents that we all just want our kids to go to a good school.

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We think the schools here are good schools that's why we're invested in the school that our children attend. And we're all very proud of where our kids go to school.

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My son have a second grader, and I have a two year old going to be three year old I have a second grader that attends ps 78.

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And we, you know, we really enjoy our school.

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But I'm not from Queens I know you hear my accent I'm Southern.

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We live here.

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And just hearing about the other schools.

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You know, people do find narrative certain way sorry this material, and it's good to hear from people that go to different schools, it's good to hear from parents that have their children at the different schools is good to know what why schools are the

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It's good to know what why schools are the way they are you know why these zones look the way they look. Why the school populations are reflecting the way they are especially if you know you didn't grow up in the area.

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This this is information that we would like to know and and you know we would like to have and I think it would be beneficial so that the narratives, aren't brain certain way.

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And I think that because you know we don't really necessarily have all of that information and, you know, we just have questions about the information that was presented.

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I mean, I hate to bring this back up again but it's you know it's really true like I commented on the last one you know we see the presentations and you know we're normal parents, you know we are some, like me, to the area, want to be vested in the community

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have a lot of questions about the information that's presented. And we just want to be able to ask questions about you know the PowerPoint that we saw, or be able to engage with the presentations you know you all in district planning, you know Dr composter,

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you all are the professionals you all have this institutional knowledge that average parents don't have, and we have questions and we just want to be able to engage with the information but I sent an email on April 9, about the meeting on April six, and

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I didn't get a response, and it's just like how, how are we supposed to not be disheartened by that, you know, I don't think I was rude in my email I

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you know I really just had questions, and I don't, I don't understand, you know, feel no reply. No, you know we just that's just a little disheartening we really just want to get some more information about what options we have how are we going to have

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informed questions if we don't know what the options are, how are we going to engage with each other without building narratives about our neighbors. If we all don't have opportunities to engage with the information.

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And, you know, and I'm a black mother at 78. It was great to hear from a black father at 111, you know, we're all here in Queens we're all want our children to get a good public education.

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We all just want the information so that people aren't running around with, you know, operating in. in what the world for a silo just talking with people reinforcing thoughts that might not necessarily be true.

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And for me, just hearing from other parents, yes that's helpful. But I would also like to hear from you all about what our options truly are, you know, little choices when I'm hearing parents talking about, what does that look like from you all as professionals,

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what does that mean what are zoning options. What does it look like, you know, I, my child is three he's probably going to be in pre k when this comes about.

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If this happens, what does that look like.

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And these are questions that we have, and if we could get just a little bit more information, institutional information, you know, options that would actually happen, we wouldn't be so worried, and you might not have so many parents coming from a place

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of just having a scarcity mindset because they don't have the information.

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So thank you for that first let me apologize for your and responded to email that was certainly not on purpose, you can be routed with it and we will still answer.

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I'm sure you were not rude. I will go look for that email. Do you know where you sent it.

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I do apologize for that.

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And second that exact.

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We have been hearing this right parents want to a pine, they want to give their opinions, they want to be listened to. And yet they need a little bit of concrete information about what they're planning on this is really I think the first step in that

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process.

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But for most I want to apologize for the, the understanding to email.

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Thank you so much

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for your comments with me, and thank you everyone for elevating all of these different perspectives right like everyone is coming with different ideas and different relationships with the school system with your own school so just elevating that all of

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these, like, you know, we want to listen and center all of these different opinions. So, and perspectives. So Whitney thank you for that and thank you for sharing that like engaging with data would be helpful.

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And next I have, and then Mercedes.

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Hi. Can everyone hear me.

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Okay, great.

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So I do have two things that I had on my list. But before I get to them I just wanted to.

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For a moment just build on that beautiful, beautiful conversation that's been kind of coming up with Russia mentioned, Mr. Murray, really, that there is this this narrative that I, I think that we really have built in this neighborhood, about, particularly

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111, and I, I would love if out of this conversation.

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More than letting that narrative just like we, we named it. And rather than just letting it drop I would love to see if there's something that the deal we could do to help to change this narrative.

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I don't know if it's possible for us to promote 111 have wonderful parents like Mr. Murray do videos that you know, I think we need to get out the word about what amazing school it is.

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I'm over at 112 so I'm just right around the corner from 111, and I hear wonderful things about it all the time from different parents and yeah I would really love to see if there's ways that we can actually engage in changing this narrative and getting

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our parents actually informed on what's actually going on in our district because there's such wonderful things happening.

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So we've done that already, all of our principals have branded their schools and I'm sure, Miss Jacqueline's was on will tell you about her brochures, we said videos we can see, maybe we need to do a better job in advertising, all of our schools because

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they all do have some kind of a brand name on themselves that did videos did different books that sent out to the community so thank you for that suggestion I think it's wonderful.

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We just need to build on what we have already.

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That would be great. Yeah, and that's actually kind of connected with my, my other potential suggestion for the rezoning. You know I've actually Whitney hit on it, I was speaking with a friend.

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Just yesterday last night, and we were talking about the information and how they wanted to see the PowerPoints, but I didn't have access I know they're somewhere on the GOP site, but everything kind of gets buried in different places.

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So I'm wondering if, you know, there could be just one like rezoning website where all the PowerPoints are on there, the schedule for all of the outreach is on there because that actually is one of my questions is, I'm very pleased that the zoning committee

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is actually looking to do lots of engagement with the community.

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But I think seeing that schedule of outreach and having it all in one place, you know and just having it in one place that parents can go and educate and inform themselves, even before the next zoning committee meetings they may have missed all of

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them up until now, but they can go to one place, read all the information see everything, educate themselves so they can join the next meeting having that information already.

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And then, sorry, I'm looking at my, and then also with those outreach sessions.

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I'm wondering, I feel like this is also a conversation of. In addition to giving the parents, the information.

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I'm thinking, how do we engage as many parents as possible. Right, like, are we able to think outside the box and, you know, can we send out surveys to all all public school parents and at the schools that are potentially affected.

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Could we do brainstorming sessions, even on how to reach out to more parents.

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People who, you know, maybe have small kids that are in school yet.

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Yeah, I think that's just like my big questions are, you know, how are we reaching the parents. What, what's the plan for that and how are we actually engaging them and making sure they have the information they need.

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Thanks.

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Thank you for that and and just to highlight some of the stuff that you said that I think it's just helpful to reiterate, it's just you know this question of like narrative where these narratives coming from, you know, and how do we dig into a little

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bit deeper on the narrative, good, bad school and what that means, tangible list of engagements and meetings to make it more accessible for parents to participate in the future.

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And then, you know, the big one is like outreach, how do we make sure we communicate and do outreach to families and use different methods to do that.

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So thank you for that, and I am going to Congress's next but I also noticed that Michelle Moore had been on earlier and I guess maybe got dropped off so Mrs.

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And then, Michelle, you can go and then we'll go to Becky. Becky.

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So you can go, Mrs.

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Hello, can you hear me.

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Yeah.

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Michelle was on before me I could wait for her to speak you know I want to be respectful for the parents.

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Please go. Please go.

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Okay. All right. No worries. Thank you.

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So, I just want to say, I agree with all the parents what they're saying I actually just want to mention, I'm actually in the lumber ps1 11, and I can say that that school definitely had so much cultural diversity to it and respect for coach and actually

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get gave me a foundation for my own respect for my own culture as being an African American and Latino woman.

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So, that school, it seems to have that tradition and that's something that makes us cool so rich for this community so I could definitely agree with Mr.

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Murray and other parents whose children go to PS 111, my three children and district 30 go to different schools.

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And all because they had different needs and supports the district 30 offers. And just, and again, this could just be a crazy idea but instead of thinking about zoning these new schools that's in the hunter, maybe make it open make it an open district

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30 school, so that parents actually have no choice. And also, to tell parents, what actual resources and specific services and programs those schools offer because even though, you know, ps3 a for could be a new building that doesn't mean that they offer

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the programs that are needed because I know that the composter you bring up a lot that district 30 has dual programs and certain parents want those kinds of schools and programs for their kids so they can learn multiple languages like I know my daughter

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learns Greek because of the school she goes to and district 30. So it's really important, I think, not just for just 111 but for us to advertise all the schools and the specific programs, and to stress that even though these new schools are opening because

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I know historically, not only being a parent district 30 but growing up in this neighborhood and seeing the dynamics and the changes of schools over time, a lot of parents, I think, and rightfully so are afraid of what that means for their current schools,

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like we have a very attuned love for the schools that our kids go to right now. And we want to make sure that those services those resources and that funding remains no school so that they have those problems to stay there.

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You know I know 111 is known for having great dance programs having great arts programs like those are things I know parents don't want to lose in that particular school.

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My son goes to 141, and they have, you know, great language programs there and he does. That's something I wouldn't want to lose so I think that's just like part of the fear is having the actual discussion about how is this going to affect the current

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state of the schools that our children are in. And what can you do to make sure that not only does that not change but how do we continue to improve the current schools we have along with providing the resources and services for the new schools and, and

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letting parents know what's being offered, because just because it's a new building doesn't mean it has the source issues that my children need, or maybe it is what my children need but we won't know that until that's communicated to the parents.

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Thank you so much missus and thank you for uplifting this idea of resources that go beyond physical buildings right resources and programs resources and I heard you say rich traditions and the school that I like uplifted your identity when you were a

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so thank you for for highlighting that and and the need to have that conversation and expanding our idea of what research, what we mean when we say resources. So Michelle, I have units.

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Okay, great, thank you and thank you for recognizing me.

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My name is Michelle more I am a long time resident of Long Island City and a district 30.

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I every time I'm looking at the screen and I see Bishop Taylor, but I don't see the bishop Taylor that I know, I know your father and I know you, and he's looking like who is this woman.

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But anyway, I'm Rosalyn Henderson's sister.

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I have a student which is my sister's great grandson who goes to is 141, and I was bust into 166 and I think the last form I mentioned this, and my mother taught in every district school she did, she was a parrot and every school in the, in the district

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we're very familiar with the district we're very familiar with zoning, and I, you know, I had this whole great you know talk for you guys but all of these wonderful parents have already I'm just checking with everything that I wanted to say.

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The only thing I really wanted to talk about.

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And to mention that I don't think that was spoken about, except that Mr. Mr. Murray had spoke about it and my question kwacha had also spoke about, you know, we talk about busing brown kids to create diversity and other school.

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We need to think about creating a balance in these schools where you offer an incentive for parents. Maybe you It started with with regard to diversity to to go to other neighborhoods that they will take the chance to move their kids to other neighborhoods,

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and you also have those neighborhoods, which may be predominantly white have the kids go into, into other neighborhoods as well. That's the only way you're going to create balance, it doesn't help the lesson though, the the load at 111.

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If you're not going to talk about creating balance in that school, you know, which gives some other kids, the benefit of having that arch program and being exposed to coaches that they hadn't been exposed to before and their neighborhood.

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It's very important that we look at balancing, instead of just zoning for diversity, because always no matter what.

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Those that you busing into neighborhoods, will suffer. I had a great education by being bused into, I got to know other neighborhoods. Yeah, I got a different type of education moving going locally but you know what, I miss my neighborhood.

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I miss my friends. I was a strange from them. My entire educational journey. And, you know, I don't think that I'm, I'm, that's not unique, just to me.

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And I think that's a big loss that we need to talk about it didn't stop me from going to college, you know I have other students from with the college who also gain that experience but they also grant us a sense of the neighborhood, and we need to consider

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that. I thank you for having the forum and also miss green your opening comments were very to the point I hope that you come back when you start making intermediate decisions about where you're going, that you come back to the community and do some fact

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checking in with folks again like is this is what we heard and this this is what you're concerned with, because sometimes when we go back into our rooms, we forget you know the tone and that the, the, the, the, the sentiment that that comes along with

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the discussion, and that's it so thank you for allowing me to say this, and I'm still I'll follow you on this journey. I'm still here I'm district 30 all the way.

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And you're going to hate seeing my name but that's okay.

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So there's let me just jump in and say, just say that is absolutely Our intention is, I meant when I said in the beginning, we will come back with intermediate steps and more intermediate steps and at some point final steps.

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Thank you for saying that. Thank you and I also add that you know you coming back as being familiar with your name is only a good thing and we appreciate the consistency and the folks that are able to show up all the time.

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And to your point about kind of remembering what was said I am taking and putting a few questions on that parking lot on that document for us come back to which we can show at the end and kind of ground ourselves in for, you know, the next conversation

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and where we're leaving off so appreciate you suggesting that to that we make sure we're taking notes and that were coming back and kind of re addressing things that were asked or said so that's, that's great.

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Thank you. And can I just add one thing I just wanted to say. For if you want to call them.

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That's what I called you did, but Bishop Taylor. It's Long Island City gospel tabernacle. That's how far back I go, so that's all I want to say, well, Michelle, I do remember you and I do remember Rosalyn more before she got married to George and became

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Roslyn Henderson. And of course I know your entire family so I do appreciate you and your comments today. Thank you so wonderful to see community connecting here.

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So thank you, Michelle for that comments and I'll just also highlight thank you for uplifting this topic that like just the busing as like a term it's like historical moments and its relationships integration that different communities have different

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relationships with it different individuals have different relationships with it, and that maybe that's something that we want to kind of come back on talk on, think about in future engagements.

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I'm picky. and then Kelly.

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Sorry, can you hear me.

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Yes, yes. Great. Okay, so this is actually not techie This is Matt Wallace from Councilmember Jimmy van Kramer's office. It's nice to see so many people and to hear, really wonderful and thoughtful conversation tonight, especially regarding rezoning which

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is often place where thoughtful conversation is lacking.

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So, I wanted to speak for just a minute because there was a conversation about why the schools were built in the first place and that do we I think briefly said something about the school construction authority determining that there was a need.

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I want to make sure that we all remember that, you know, there are currently four very large buildings that are under construction and some of them nearly completed and Hunters Point, where we expect you know something around 2500 new units that are going

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to be there. And, you know, I've been around long enough to know that we've had some pretty bitter fights about, you know how many kids are getting into a kindergarten or pre k class NPS 78.

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And so, you know, we're thrilled that the schools are coming online we fought incredibly hard for them to be so I hope that the conversations about reasoning continue in this vein, because it's incredibly heartening to hear, as you know, I have two young

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children myself.

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But it's, it's, I just want to say thank you everybody but I want to make sure that we do remember that you know this is a growing community where we have thousands of new residential apartments that are coming online, and we need to make sure that we're

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appropriately planning for them and so you know ultimately whatever the zoning is determined is not just for the folks that are currently living there but those that will live there.

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And I want to make sure that the conversations and tail thoughts about them as well. So thank you so much. It's great to hear everyone and see so many friends on this call.

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Thank you so much for coming and attending and participating.

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Kelly I have you next.

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Can you hear me.

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Perfect. Okay, thank you. I am still 13 months into a pandemic, and I am not zoom proficient, I am probably going to get it the last month before but bear with me guys.

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I just want to start off with my name is Kelly Craig and I am co president of PS is 78 PTA.

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I would also just like to note I'm on a thread with some of the other PCs that are part of this rezoning issue, none of us were invited to participate more were anyone else from our community members invited to speak.

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So, you know i mean i think it would be great if we're having a conversation that everyone is represented and I think moving forward we should definitely include other voices.

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Also, Whitney, who said something.

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I'm surprised that you're surprised that she mentioned, and respond to emails, because I know several parents including my own which have gone on responded to.

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So I think that you have to look into responding to that and this isn't a one off issue.

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And I think that's also why people feel frustrated because their voices are being heard. I would also like to suggest a code of conduct for members of CC and district planning moving forward and panelists that are invited to speak.

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It's really disheartening to hear some of the things that were said about 111 earlier in the conversation. It's also disheartening to hear what was said about 78 at the April six meeting, I would hope that moving forward we can all speak about schools

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communities in a respectful manner that they deserve. These are all great schools, these are all great communities there isn't a level of what's better and what's worse.

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Another thing that I think would be really helpful is if you put together a fact sheet of what's offered at the schools, so people know when they're looking at it, some of the descriptions of 78 like the streets are paved with gold, and we have new everything.

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I can tell you that our administration our equity and our PTA, are constantly begging for basic things. We don't have any of the stem access that most people have, we have.

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We don't have adequate computers and probably and that was just on the call I'm caught people I'm sure block my name and number because I have to call to beg for proper funding for our school.

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I think that you should also make sure that people know the options that people have for after school programs.

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Since we are not a title one school we don't have from k to five there isn't an option for free after school care. We have to pay on average, it's 12 to 1600 dollars a month.

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What are we doing to propose something that has been bothering me. It should be available to every student in District 30, that is eligible for it. This shouldn't be based on schools, there are some schools that have free after school program that they

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don't need it, and they have it options, and we don't have it because we're not district one, and our children should be able to be entitled to it. For those that are in need, and also points out the graph that you showed about the economic means was

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taken before the pandemic happened. I'm sure that we, something that you guys should be pressing to do is get an accurate reading of what is since happened due to the pandemic because I know many people that have lost their homes, I know many people that

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have lost their business we've all struggled, there's not a person on this call who hasn't been impacted in some way shape or form from this pandemic.

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So we should get some sort of a real life update post pandemic of where we're at.

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I would definitely say that children are more than a graph that you're showing on screen share. Children are more than a number that fits into a box, we're talking about children.

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It doesn't matter if your child is black. It doesn't matter if your child is why if your child is Asian as a matter of fact, my child is Middle Eastern English is not his first language.

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I grew up in the projects. The first time I slept outside of public housing, was the first night I spent in my dorm room. I went to a film school that didn't have all of the fancy technology I just went to a regular zone school.

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We can't talk about some of these schools, I think 111 is an amazing remarkable school I had a great privilege to but unfortunately prefer the content make it got stopped but we are working on a grant together I've met principal dragon she's a lovely

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woman who's a hard worker that staff is an amazing staff everyone that's in that school should be proud to be in that school, just like everybody at 78 should be proud to be in that school.

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I've never met groups of hard working administration hard many hard working teachers and these people and the community members themselves bishop to Keller is on this.

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we were there every day making sure everybody was fed. This man was working tirelessly for that. This is great. This is just what people are saying, Oh, it's the waterfront, or it's nine shop, or it's this words that were over simplifying the people that

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that live in these communities for over simplifying the history behind these communities, and we're over simplifying that we're talking about children.

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And it's really upsetting and I hope that moving for, we can all come together in a respectful manner, when we talk about schools and we talked about communities, and we talked about administrations and principles, and I hope moving forward, were all

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To do this, I have all the other PTA information, let's make this happen, but I just moving forward. Let's all do something together. And listen, this is just the way that things are going, it's just, it's not okay.

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Thank you for your time.

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Thank you, Kelly for your comments and your feedback I want to just elevate a couple things that you said about data and sharing it We definitely will continue to update the data, and we heard from a few a few parents that data is helpful and having the

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meeting shared and the schedule shared is helpful so we'll definitely share as much information as possible. And we will continue to have community based meetings at each school that is potentially going to be impacted and that are a part of this conversation

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so we appreciate you being here and look forward to continuing to work with you.

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Was there anything else that we wanted to add to that.

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In terms of next steps Stephanie. Yeah, no. So thank you, Kelly for sharing your thoughts of dissipating and being here. Also what I heard is just this again this discussion around resources like, and the narrative that, you know, whether based on data

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that are not like how we perceive different resources and parts of our neighborhoods and schools. So just diving into that a little bit deeper. But thank you and.

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Next I have actually. Next, if you have if you're okay with that I'm going to call Marcella because it seems like she's been dropped off the call a couple of times again.

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So I'm just going to bump Marcella up and then you'll hire you can go next.

01:25:04.000 --> 01:25:07.000

Hi.

01:25:07.000 --> 01:25:20.000

I'm so you can hear you. Right. Hi, my name is Marty seller Santos. I live in Queensbridge, and I have a fourth grader in PS 76, p if someone says, okay, you see the small square.

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Well, schooling map.

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That is a big community that is Queensbridge is the larger housing project in USA.

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With 6907, residents, which are 47% are black. 36% are white. Sorry. 36% are Hispanic and Latino have any race.

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3% of why never percent or Asian 2.4%, or more to raise your 25% kids under 18 35% live below the poverty line. 61 61% are single mothers.

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I just want to know if you have an idea of what it is to take our kids to school. It was knowing day, when they don't have a clean the street.

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Some of these kids have to ride the bus to third right.

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And then they have to jump to the public buses.

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And some of these parents have to take those kids to school because we don't say we don't feel safe right now in our neighborhood everyone know what's going on in my neighborhood right now, we have all these homeless people right now.

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Nothing wrong with that. Okay. But we don't have the police that we need.

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Okay, So crimes are getting higher everything.

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Okay. Some of these kids cannot go to school by themselves and the parents have to take the public parks, with them. And some of them don't have the bus fare to take them to school.

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And then they had to be late to go to school for me to go to work.

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That's another thing that we need to talk about it. This is why I mentioned out this person's.

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Okay.

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Some of the people I understand that you love taking your kids to this different school in a different area, but this is something that some of you don't have mentioned, and I will mention it to you because I always here listening to my community.

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Some of these kids don't have the Equal Opportunity like others. Okay. And this is when others are the school like teacher principal, I know this because I have many records of many people complain about that they are racist, with the kids come from Nigeria.

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There are races with the brown case the races with the Latino kids.

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They don't get the same education like others, they don't get the opportunity like others.

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And here we are, busting our kids to different school, thinking that they're going to have the same opportunity like others.

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And here they are, they fair.

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And those go always uploaded those information is right there.

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To kiss the have the lowest grades are Latinos and browns, is right there.

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Okay, so okay is private. Maybe it's nice to say my kids so different school, but why we don't give that choice to other parents, like, you have the opportunity or you have to.

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You can choose what school you would like to send your kids when they decide to put my kids to school to public system.

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They gave me an application like with 12 different lines to pick 12 different school, five top the top five I pick from a kid, I was not allowed to take my kids to that school.

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So, We don't have, you know, we cannot choose do he always is to sing for us, always, they always choose for our kids. Always. We don't have that opportunity to pick those schools that we want for our kids.

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And another thing is, we have amazing school around here.

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We have very nice school. One of them is, of course, everyone mentioned ps1 Electric, we also have PS 76.

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Michelle goes to where we're from and we try so hard to get funds to get program for the kids to get, you know, to give the kids the opportunity that Amy.

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And once again, you always forget about the school is right there your mouth. If you pop up the map right there you will see PS 76 pM 76. No one talks about pants only six no one's give them the opportunity that they need no one listened to them.

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the one reach out to the parents, just the way that you don't reach out to the people that live in Queensbridge.

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Okay, is another thing I know the one time someone mentioned that this is like getting too emotional is not emotional thing. This is anger and goes to come from many people of color who have been discriminated but the school system.

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Thank you.

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Thank you so much money Santa and thank you first of all for sharing these, you know it takes a lot of vulnerability to share this right and I hear that you're saying that you're angry and that like a lot of what you're carrying is from these experiences

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that you're hearing and that, you know, you've seen so just thank you for sharing for some foremost.

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What I also just want to highlight that I heard was just differences and different opportunities differences and access and opportunity and how that affects different people, different communities and different backgrounds and ethnicities and races that

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you know there's some people do want to send their kids far away some people don't. And we need to create an opportunity and space to have that conversation.

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And the other thing that I heard was also outreach and centering outreach to parents and making sure that like this information is getting to, to all the different communities that exists in the district.

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You are up I have you next.

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Yes Hi, can you hear me.

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Yes we can. Okay, so my name is Morgan, I have a eight year old she goes to ps1 11, I am the PTA president there.

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And I have a few things that I want to say, I agree with a lot of the parents that came on here, you know, not every single thing but the majority I definitely agree with what was said.

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Definitely ps1 11 is a good school but the only reason I know that is because my child attends there. I wouldn't know about any of the other schools because I haven't lived in this neighborhood.

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This, I just, I don't want to say I've just moved here because my daughter has been in this school for two years now.

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So I moved from Brooklyn and I came to London and city so I had to actually find the school when I put in for my child to see what school was available to her ps 111 was actually given to her given to me to put her in the confusion part of that was as

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much as I do, definitely love my school and I love my principal I love my staff members I love all my administration people that's there. And even the students that are there.

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I wanted to know how do you guys actually do the process of putting a child in the schools, you get what I'm saying. The reason why I'm asking that is because I literally.

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And I know I'm. What is it, the building across the street from me, I can actually see the blue sign. So the building that you guys work out is literally across the street from where I live.

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So my question was, how do you determine what child goes where because for PS 111, it's literally a 20 minute walk for me but ps 384 I think that's what it is, is literally down the block four minutes away so it's just like how do you guys actually determine

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where does a child actually go that's number one number two. I'm all for rezoning completely all for it, you know, to diversity integration whatever you want to call it.

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I'm into it. I'm still, I already know that even though you guys are going to rezone, my child will still be attending the school I'm not taking my child out of ps 111, because I'm content with where she is.

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And I will do the travel don't the one of the issues that I do have is busing because I don't and like I said I'm not even sure how you guys really do the process, but there's no bus that goes that comes from my home on 28th Street to go to that school

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I literally have to take public transportation to take her there so if you guys are rezoning will we get asked what I get access to something like that because I have to speak on a personal basis, because I'm across the bridge I am not on the same side

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as where the.

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So if you do result, which I'm hoping that that's the case. will we get those types of accesses. Number two, well, maybe I'm on three I don't know what number.

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But my next question is, what will be the con if you don't resume like what would be the thing that happens, if you don't rezone, because I know

a lot of the school has schools have is over overcapacity right so that's what that's one of the major things

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that's happening that some of the schools have too much students in one, so like how are you if you, if, if it happens where it doesn't get a rezoning, what happens to this you know like what what is this new the scenario with that you get what I'm saying,

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because it doesn't make sense that one school is going to have all these students jam packed in one, like, there has to be another solution. If you're not going to resolve But please, if there is a positive there's a possibility.

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I'm definitely for the rezoning, because I think it's definitely needed, and to give people more options, and like I said if I was able to have that, that option.

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I definitely, I mean, of course, like I said, ps1 11 is a great school I love everybody there, but I honestly wouldn't have chosen ps1 11. If I had an opportunity to be a little closer for me and because like now I have a chat, I haven't been baby.

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So now me trying to get my daughter to go to school and stuff like that. I'm taking a 20 minute walk back and forth to you know what I'm saying, unless I had the option for busing.

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So, you know, I'm, I'm not sure what the next processes will guess where the panel's open just for us to ask questions, and you guys will come back with us to get give us the answers on another meeting, which is great.

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And I do agree with doing the, you know, the form of getting all the answers that we need as parents because we don't and, like, a lot of them don't understand what's actually going on they don't understand what's the pullback because I'm in my mind.

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Just rezone and call it a day like, that's where I'm at, just like, just do it but of course it doesn't work that way. But what I'm saying is this is like it.

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Something has to give edition not be something that's pro long, so long, you know like, I don't know what the, I want to know what would actually be the thing that doesn't make it better.

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You know what I mean like what would be the drawback of not rezoning like you know i mean like you need to read, if it's if it's if it needs to be done just do so because we got them, you got to alleviate, you got to have all the schools, even out you

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can't just have all these one set in one school you understand what I'm saying.

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That's your heart and thank you so much for bringing up these like super super important questions.

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So I'll reiterate some of them at the end but I do think we can, um, I think that maybe some folks on the panel can respond to some of the questions at least that you, I'd love to start, I would love to start Stephanie because I have had the pleasure,

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and the honor of being in District 30 for over 30 years, I was a principal Vyas to all four and presently the superintendent of District 30, and I love it because we, you know, every school district 30.

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We are fine in District 30, but with that being said in these 30 years. This is the first time that we rezone Li See, we never had new buildings before. So in the 30 years that I have been here.

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This is the first time that we have the opportunity to rezone ps 111 and ps 78. Well, 78 has been about 15 years but what ps 111 has been there for me forever.

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So, this is an opportunity for us we never had this before That's why, unfortunately, where you live, you are working very far. But now is the opportunity to help you and our present parents and future parents to make it better for everyone, but that's

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what I can answer that question to my as Bishop tells us my historic information that I have.

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Thank you for Thanks Dr composter I can answer some of your other questions and then.

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Yeah, so you would ask what happens if we don't zone. The ps3 84 What's it moved to the new building.

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This is a deal he has actually many mechanisms to figure out enrollment and zoning and what happened so I'll just talk about some of them and I'm apologize is this gets boring, but basically if the CC does not vote to rezone ps3 at four, it will stay

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in zone school which it currently is.

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It currently. So as we've heard some speakers say the ps 78 zone has too many kindergarteners in it to fit into ps 78 so it actually acts as an overflow school for PS 78.

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And then after that happens the ps3 84 is on zone and open to the students of District 30. So if there's no vote and rezoning that would continue to be the case, we can as I think I mentioned in the beginning, we.

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One thing I want to discuss over this process is timeline. If we do decide to rezone it when would that be, that could be for 2022, it could be for the future, and but until there is about to rezone it will remain an unknown school.

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They may have had more questions I can answer we can answer, but that's the one I remember.

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Sure I think another question you asked it might be what other folks are wondering and, and then we'll definitely put some on the parking lot for next time so we make sure everyone gets a chance to ask questions but if folks are wondering just how we

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decide where students go to school I heard that was a question for when you move to the neighborhood. There are there are students zone, based on address so that is what a zone is depending on where you live, you get zone to a school, but as I just described,

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if a school is at capacity if they have filled and the zone is unable to be accommodated and we do what we call capping and overflowing so they are by the family Welcome Center and through the deal we process, their place at a school that does have availability

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so that is part of this conversation is how do we want to kind of manage that availability and manage the seeds in terms of admissions priorities and how we plan that moving forward.

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And I wrote down a few other questions that you have thinking more about you know the options if we don't don't we can definitely talk about that more and I think that's one of the kind of main takeaways of this conversation, what are the other options

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and we want to come back to you all with that with more kind of like plan so we can compare them. And I heard you asked about busing to and, or, you know, access to public transportation and for kindergarten students depending on I think it's quite five,

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depending on where their zone is there are, there is do we have transportation through the Office of people transportation. So when we talk about that busing we're not necessarily talking about public transit like the

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that, what's the city MTA. I was gonna say Martin, went to school in Atlanta.

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The, the subway system the metro card they get an intro,

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Okay, let's see now with the busing with that busing situation, my child we way too young to travel on her own, to and from my home on, you know, the, this, this bus over here is the 66 and 69.

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So, likely you would be entitled to a school bus.

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mile away you get a school bus so this way it works up into grade six our children get a school bus. After grade six they get a metro card, and it all depends on how far you weigh whether you get a half of fair or full fare, but that's the way it works

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so are a little guys we do put them on school buses. We have lots of children across the district that are bus safely and they have fun and enjoy and I can speak from my own children they love the school bus ride.

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So, it is a good piece for us.

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Thank you so much.

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Thank you. Oh sorry, did you have something else to save her. Um, ya know cuz I was, um, you know, responding to the composite because in my mind I'm like, All right.

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So, in order for my child to actually be able to get on a school bus rezoning has to happen because she currently cannot get on the school bus because it doesn't go over here.

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So then I would have to possibly wait two years for her to get on the bus, as well so here's the rule and I think what's your rule, that's happening happening to you if you're less than a mile a mile more you're entitled to a school bus, but there must

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be 11 children in that particular area that can get on the bus. That's the problem because that must be your problem you don't have 11 children. So in rezoning, we look at those pieces, and we try to make sure it works for all of our children and families.

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Understandable.

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Thank you so much and the only thing I was going to add is that like yeah it seems like there's a lot there to dig in right like the possibilities and the options of transportation.

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So I just want to make sure we put that in the parking lot as like something that probably deserves like an in depth kind of meeting maybe about right but that is something that seems to be on people's minds like fine or like, you know, excited about

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rezoning but then what physically how do we, you know, make sure that students are traveling safely. For those families and students who need it and want it.

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So thank you for uplifting that and then thank you for also your her uplifting this like, you know, how students are sent to different schools is confusing sometimes so how can we clarify that and make that a little bit more accessible for families.

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And the how that's involved in the rezoning conversation.

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So Jessica, your next.

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Can anyone hear me.

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Yes we are.

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Lovely. Thank you. Um, I was just I wanted to echo on what Chris Murray, said regarding the narrative, and I believe that the narrative equates to reputation, better data, technically, gives the assumption that there that the school has a better reputation

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and better data which our state scores doesn't equal a better quality of education.

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I was a 122 child, my father was a 122 child, My daughter was a 122 child and I then moved to the neighborhood I am currently in which I'm actually zone for 111, but my son, attends 76.

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And when we first moved here I tried to move. Hell and high water to ensure that my son could, can you know could go to 122 because we had all done there and it was such a great school, in my mind, because of the reputation that it had.

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I gave 76 a shot and it just so happened that it was a transition of administration. And I think it was a godsend. My son goes to the most amazing school that I have ever stepped foot in the administration is phenomenal the principal knows every child

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by name every parent by name, every family story by heart.

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My son receives the personalized education that I know now in hindsight that he needed he has smaller classroom sizes. He has dual language program, which will help him in the future, he thrives in that school they have pre, pre school and after school

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programs this of course was all free coded.

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But it was a personalized education that he wouldn't have gotten at 122 though it had this amazing reputation. So I think that if there is an equity of educational resources across the board of District, 30, then all of District 30 will have this immense

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reputation instead of these individualized schools that stand up for reasons that are unknown to me because 122 right now is, is overcrowded. They are purely data driven.

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And the kids are there just drilling these kids and I know because I have friends who whose kids go there now. And yes, it's a great school because

we all want to have school, but it's a great school because of our memories of it not necessarily because

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of what it does. Now for the kids, and if there's a level and equity of educational resources will level the playing field for the schools that are being left behind or being overlooked, and forgotten, because of a reputation that is just not necessarily

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the best ideal situation for any kid, and I just wanted to convey that it's not.

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It's not about.

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I think the reputations have to be brought up and the schools have to be brought up, because then the rezoning isn't doesn't become an issue because if you have a school that is under capacity, it's purely because it can be purely because of the reputation

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of the school not because of what the school actually provides for those kids and if it's known what these schools can provide for these kids, then people will will buy for the schools like they do for the ones that already have this established reputation.

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And that's it, and thank you for having me. And thank you for the engaging conversation and the share of ideas I appreciate it.

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Thank you so much, Jessica and thank you for highlighting the power of this narrative and reputation. And what I also heard is that data has its limitations and telling us, equality, sometimes it can tell us only so much.

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And so really having a deeper conversation about this, and you also brought up just like really diving in on the equity of educational resources so that we can uplift all of District 30, and really kind of shift this this narrative of reputations that

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seems to be harming some schools over others.

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So thank you for that.

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And, Christine, I have you next time

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Hi. Can you hear me OK, I miss Britain I'm the principal ps3 before, I just want to say thank you for hosting this tonight, I have been able to attend all the meetings, but I haven't spoken spoken up.

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But I just wanted to say a couple of quick things just to kind of put some people at ease.

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I've been fortunate to work in District 30 now for 10 years, I was also at ps1 12 for six and a half years, and now as the founding principle of ps3 84.

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I also worked with Mr. Murray, I heard Mr. Murray on here earlier, something that we've all that I've always said from the beginning of this school is that the school is not the building, it's the people and the school is already here.

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And it is the community and it is the feel and the culture and all of those things. It's not just about this shiny, you know structure on a waterfront, and and while we've had different opportunities because it is a new school in order of how we create

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and build on the structures and programs within the school.

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You know, that's just been a really great experience.

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And I just also can say a lot of the things that I've been hearing at the end of the day, all district 30 parents want the best possible school for their child, and I think on behalf of my colleagues.

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I know that all of our schools are working to be the best school that they can be for all of the kids and district 30.

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But I know that our parents just want to know what their options are. And I know that from from talking to my parents, whether it's the PTA and the SLT, and I've talked to die and Reba also on the side.

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I think parents just also want to know what are the possible options.

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They don't know I think what we have a lot of unknowns and just like what are the possible ways that this could go whether it is geographic whether it could be a large percentage of geographic and then a certain percentage of seats by choice, whatever

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the case may be. but parents just aren't familiar with what the actual options are. It still seems very abstract.

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But I will say that if we were to have anything where, you know, I know that all parents want to choose a school. We all have different schools have different identities and themes and cultures and feels and if you feel that ps3 84 is the right school

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for you. We welcome you know I always like, if there are children will take them like, bring them on and just to kind of put people at ease, right now about 88% of our students are on school buses are our students are bused from the work front area to

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our incubation site and I will say that schools will always work with families and with parents and we really try to have systems in place to support kids to talk about Bus Safety buckling up we have things in place I want parents to feel at ease and

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I know that you know if passing wherever case, we can always come up with some things to help our kids because because we just want them to be safe, coming to and from school.

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And so I just wanted to introduce myself, and thank you all, and we're looking forward to continuing this conversation. Thank you.

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Thank you, Christine and thank you it's so valuable and we have, you know, just the perspective of leaders within the school administrative school.

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And so, something I heard and just want to highlight is again this is this theme of resources going beyond physical resources and how do we talk about resources that have to do with programs the communities and the individual kind of communities that

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are created in the schools.

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So thank you for that Christine, and I'll pass it to Cynthia now.

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Hi. Can everyone hear me.

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Yes.

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My name is Cynthia course do nervous.

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Um, I actually had to take her to 230 or junior high school, which, you know, it, it definitely was a hardship because we had to take her to the school every single day and bring her back home.

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But it was a choice that I had a choice because none of the junior high schools in my area, what actually wheelchair accessible, and I am a disabled parent who likes to be involved.

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I, I need to be able to go to where my child is that communicate with their teachers, not be limited.

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And so I want my children to have that choice. My son, actually attended 112 and isn't 111 now, and I cannot tell you how happy I am that I made that choice because they have a holistic approach.

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Every single time they personally. I mean, It's incredible. He has the support not only educationally emotionally, socially and economically, because you know something.

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Our school has a pension.

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Okay. They, they, they, they have mentoring for our boys, which is very important for my son. My son is we're starting. We're Puerto Rican, my son looks wait.

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We're Puerto Rican, my son looks wait.

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Okay. But the struggle is the same for all of us. I attended, you know predominantly white schools that did it didn't make a difference. My daughter now she's going to turn Sienna college she has a full ride to Sienna, not so much because of her academics,

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but because of the well rounded person that she has turned out to be. And that's just not a reflection of us as our parents, that is a reflection of educators from mentors, the guidance that she received from the teachers, but cared.

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And that is more important than color.

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That's more important than busting.

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Let us show them what we have.

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I when when I first heard about the rezoning, I actually had a very selfish reaction. I don't want no one coming to my school to our school, I want to keep this thought to ourselves.

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This is working for us understand.

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But the reality is is that yes everyone deserves to be, you know, everyone deserves the choice, their, their choice, regardless to, you know, whatever school it is.

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I am for rezoning.

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I am for busting bust but busting goes both ways.

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You know, and I just, I just want us to have a better community over all the staff for all of our children.

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So, maybe there's other things that need to be reconsidered. Like, do you have to live an entire mile away from your from the school, to be able to be bused.

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What is the pen can't take the kids to school. And it's only a half a mile away.

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Because I am that parents that that that walk my daughter to school, strapped my son onto my wheelchair and had to push in the snow in the rain.

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When, simply because I lived, you know, four blocks away from the school, but it was still a struggle for me.

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So maybe we need to make some other kinds of changes as well, not just you know the school yes it's beautiful or yes all of this, but we need to really look at this holistically.

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Because it's for kids.

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And I'm happy that my son is going to be in 111 foot, until he leaves the eighth grade. I'm not taking him out of there. It has nothing to do with him being in another school that is predominantly this or that.

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No, is what he received, it's a second to him.

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How many children. Can we really say honestly love to go to school, or wake up, eager to go to school, especially now with this pandemic another state and

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my son. He is static.

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So, I just, I just wanted to voice that in, you know, because I did hear that disparaging comments about wanting 11 and then, and I know different for myself I experienced something different, and I was able to experience it with both of my children.

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So,

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I'm for reading

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and good night.

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Thank you for listening.

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Thank you, Cynthia for sharing.

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Thank you so much for sharing your experience and I just want to highlight some things that I think are important to add to this conversation into our parking lot right is this idea of of diversity or access and inclusion go beyond what we tend to think

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of it right as just being identities or ethnic and racial backgrounds which that is true that is part of the conversation but thank you so much for highlighting that it also is some things like, like, how do we talk about our folks with disabilities,

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how do we talk about access in our spaces. And so really uplifting that and thank you for also uplifting that relationships are really important right and so when we're talking about school communities, these relationships of mentoring and support really

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kind of adds so much the school community and the experience and create this holistic perspective and holistic approach that you were talking about so thank you for that.

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Andre.

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Hi.

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Can you hear me. Yes, thank you.

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I said thank you and thank you everyone and this has been really, really good to hear. And I'm glad everyone's coming together and voicing all these opinions, I think that's, it's something we don't get to hear every day from each other and, and I think

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one thing that I feel as a part of what I consider my community is, is the broader is the broader New York City, you know, and then certainly queens.

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And you know I think living in the most diverse place on the planet, whether that's socio economic or, or, or racial or cultural you know it's that I think that's what rings true to all of us who choose to live in Queens right I think at least most of

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us.

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And I'll echo those sentiments around, you know, diversity i think is almost become a buzzword you know it's it is about inclusion, and how do we make sure that every human every person, every member of our community feels included.

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Um, what I'm hearing and the reason I raised my hand is I think when we think of our broader community you know I don't think there are lines or stones, per se, right, I don't think we should think of it as.

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Yeah, I guess, you know, something that disgusts me a little just as I here have heard in past meetings like, you know, making it about race or skin tone or, you know, socio economic status, I mean, what, either way that goes it starts to become an issue

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about, I don't know, it's just people against each other, but I think in that spirit of openness.

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You know, I hear two priorities from people one is five year olds and their parents, you know, if you have I have two kids, some people have one some have seven, you know, and I think being able to walk to your school when you have younger children and

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have a job and or maybe two jobs is is really, really important.

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I think there's also a challenge of school choice, how do you make sure that there is school choice available to, to all parents and children.

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And I guess the question is how do you balance those, those two things.

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I heard a lot about or I've heard people bring up open zones.

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I know 384 is technically on zone right I don't know that it's an open zone but I wonder if there's a way of approaching things where those who want to be able to walk or need to be able to walk their kids to school can make sure that they're able to

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do that, you know, I don't know if that's via some sort of priority that is new, I mean you need new zones to do that as we've heard from many people right for all schools to ensure that it's it's zone tightly enough that most people should be able to

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walk to their school, or to get a bus, because I think you know and if they're not and ensure that there's 11 Kids within that area.

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And then, have I wouldn't want to call it a second priority but like have, you know, an additional priority which is, whatever that broader community is you know I think we're talking from 70 621 11 to 384, to 78, you know, is there a way of defining

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a broader community, which includes all of that.

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But at the same time has some sort of opportunity so that any parent of a younger child who wants to make sure they can walk to their school is able to do that and and has a first priority to do that, whether it's living across the street from 111 or

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across the street from 384 I guess statement but then a broader question is something like that a possibility are on the table. I'd like to imagine that the majority of parents would be in a situation where they might need to walk to school but if things

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were zoned appropriately, there would still be enough seats left so that if someone really did want to go, you know, to PS 111 which I recognize has a lot of great programs, or 234, because of the great principal you know or something like that option,

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could be more readily available to anyone within a broader community. And I guess the question is is something like that, even a possibility.

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Thank you for that Andre, I'm to succession planning have any thoughts on that or want to respond to that i mean i think that's also just part of the larger conversation around these engagements.

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Yeah, exactly. Stephanie and thank you Andre, yes, I think much of what you said.

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Those are lovers, so to speak, that we have, I think what we are trying to do from this conversation is here for the from the community, how they would react to these kind of ideas.

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As I said, this is a first level of meeting we will come back with like a slightly more concrete plan and then hone in and over time into a, you know, real concrete plan, but yes that is an option.

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Thank you and thank you all for staying on I know it's not easy.

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Dr compose to including yourself all these late night meetings but this is

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that thank you all for your time and dedication to this and this is a worthy cause and you're absolutely right, we can do anything. We are, we are reprogramming this whole entire area.

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Together, we're going to do this, and I've been through this pandemic with 41 wonderful principals who really care and have put their whole heart and soul into this.

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So I am comfortable in saying, we will come out with the right thing for the community and for our children. We just got to stay together, listen, and I think RCC and district planning for being here tonight to listen.

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And then we have to come up with a plan and bring that to you, all of you, and then make a decision what's right for all of us.

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and more importantly our children.

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Yeah, definitely.

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Have a nice evening. Thank you. Thanks so much. Thank you. Yeah, last Stephanie for a minute I know folks have their internet issues so I'm going to call next on think Esther.

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Yes, thank you for this opportunity to speak and thank you so much for organizing this.

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It was really great to hear so many parents hanging in and listening to each other. Just to follow up actually on what Andre said about a broader community.

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I want to hark back to what Murray seller Marcella Santos he spoken a little bit earlier.

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So I'm, I would so welcome a broader community. However, you know we we live with the consequences of society in which there were segregation, and especially our community, our part.

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This this section of the city. This is a segregated piece of land. And so we still live with the consequences of, you know, American history.

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It is the the thing is that we try to solve this somehow. By focusing on education. Well education is only one aspect or segment of the consequences of segregation it's also, it's in housing it's in employment its urban planning.

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So without wanting to talk about it, we could say okay we don't want to talk about different differences in social economic differences or skin tone.

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And I think that this. This all comes bubbling up when we start to talk about rezoning and is buzzing buzzing has been on solution to integrate.

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But busing is a very limited solution and who are you going to bus, that's, I mean, that becomes immediately. The question is it fair to bust kids especially younger kids.

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At the same time we also know that that first at an integration it lifts, everyone up.

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So that's another factor that has been enough research to to prove that if you integrate schools, if you make neighborhoods more diverse it lifts, everyone up.

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So, given the fact that this is not only an educational issue what do I really wonder is shoot to do we try to solve issues that have been in the making for much longer Shouldn't we actually also.

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Now we have an opportunity to reach out and look at other institutions, organizations would into city.

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This, this fall over what rezoning basically brings up. It has a lot to do, of how the city has grown in the past. And if we all agree that we, we should think that people have should have choices.

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We would also like people to have more equally life experiences.

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We all bump into those kinds of question as soon as you start talking about rezoning but how can you only talk about rezoning or the educational aspect.

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It is also in How Long Island City is built and How Long Island City is still segregated going back to what Andre said it is, we would like a broader community, but it on an evening like this this is the first time we basically hear from each other and

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talk to each other. We don't even go we have, you know, we live so close and yet apart, in many ways, we have different life experience and live in different worlds to in many in many ways.

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So, is this maybe also a moment to look broader and climb out of the silo thinking. And what can we do.

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While we start with a plan to resolve maybe it is not going to be resolved.

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Maybe there are other ways to give everybody an equal more equal chances.

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Starting with the education of our kids.

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Thank you so much Esther and I apologize I was, I have unstable internet connection right now so it's coming in and out.

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But I'm just like, from what I was able to hear at least thank you for uplifting us through the role that history has and the role that history of segregation this country in the city has and just uplifting that also as like a point to kind of center

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and dive into and further engagements, and thank you also for uplifting the question of just like what other resources and what other kind of tools do we have to have these conversations and to kind of bridge these connections that and the separation

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that has happened over time and historically. So thank you for that, um, Diane.

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Again, just before we call on the next speaker, I think what we would like to do is suggest that for the folks that have their hands raised will go through those commenters.

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We will then if we have no other commenters Just for tonight and again this is one conversation of many. We want to just come back to that parking lot where we've captured some of the comments and questions, and those will be what we refer back to and

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as we continue to have these conversations. We want to share some of the upcoming meetings that are scheduled and share some contact information so I think we have a few more speakers, but just wanted folks to know, kind of, We are going to wrap up soon

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and we will share where this will continue, before we say goodbye for tonight.

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So I think it was two principal Jagan.

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Good evening, everyone.

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Just want to thank impasto the panel all of my colleagues that spoke.

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And one thing I definitely want to say and bring to the forefront, is that all of us, all of us principals and district 30 working under the leadership of back to comply still dr Fahy.

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We are all representing great schools, and I think my colleague in the sprint and did a great job of of lifting that and I want to echo that sentiment.

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We all work together we're all schools in good standing, and one things. One thing I do want to say special about 111 is this.

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You know what I keep hearing this reverberating story about a narrative. I've been the principle of 111 Community School 111 the jewel of Long Island City, since September 2014.

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And one of the things that I will say that our teachers, our operations staff and our office staff, one of the things that we do collectively as a team, is we work on the premise of whatever we can imagine, we can create.

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And what we've done is we've created a strong instructional academic environment that's loving and nurturing for our families and for our children. We never say no our parents and scholars are who we work for, and we continue to meet the needs of those

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families. And that's something that I think we've worked hard to create over the last seven years that we've been together as a team, and it is reverberating in the community as a community school.

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We have many partnerships that keep our after school program going one of our families mentioned our grocery store that we have in our school, our partnerships that we have with smile dentist Warby eyeglasses, everything that's in the community.

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It's in our school, and we've done this just by speaking to our families and asking them what do you need, besides a strong education because we recognize to educate children in a holistic manner, we have to service them with the academics, but everything

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that impedes on them getting to school, which is why our children love coming to our school. We are very proud of our academic environment. We want to thank our leaders of District 30 backward compatible and sec for making us think this way to encourage

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other families to come.

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We definitely want to thank our teachers for working on that premise of manifestation and creation and just giving the children a very loving environment to learn from and I definitely want to thank everyone that has recognized that it has been hard work

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but it's also lots of fun.

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You know one of the things that we learned from going to school is that you know you have to go to work and you have to make a living. But I will tell you every time I go to work, I don't feel like I'm at work.

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I definitely feel like I'm at home, and I created a second home and you know I've done that for our staff and our scholars, very humbly, and very in totality.

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So I just wanted to bring that to the forefront. And anyone who knows or feel something different I invite you to come into our building and meet our wonderful scholars mean I love the teachers, and just see what it is that 111 really is, it is a school

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that I think has great value. Great Spirit, great humanity and we welcome all children, and any obstacles, by doing car from parents, you know, coming to our school we will fix it, you know, whatever it needs we offer the solution I know we've also been

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told by our leaders to you know be the obstacle remover, just so things can happen in our school and it's something that we do very proudly so I just wanted to share that.

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I want to thank all of the parents that had the courage to speak up all of the staff members and district 30. And just to let me know everyone know that we're here for you.

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So thank you.

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Thank you, Principal dragon for your leadership and thank you for sharing that. I think also the other thing I want to highlight is that it's really great to see that these conversations are happening are beginning to happen right but you know folks that

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maybe haven't spoken before or, you know, are able to share these like personal experiences of their communities and their lives so it's really great to see that starting here and hopefully continuing.

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Yolanda.

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Hi, I'm Yolanda tassel. I am.

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I'm used to be a parent in District 30 My son is now in college.

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And I'm actually an employee of the Doa in District 30 I worked for a ps 76 but I've had the honor of working at 111, and also working at Hunter's Point.

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And now I work at ps 76 111 is a great school.

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And 76 is a great school.

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It's the two schools in our neighborhood because I live here, and this is my. These are my grounds.

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And I want to advocate for the community that I live in.

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And the kids need great schools like this.

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My son, also was one of the founding students at Hunter's Point and he got a very good foundation from Hunter's Point.

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And I have to say, all three schools have great principles that work very hard.

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And I think a lot of issues because when I moved into the neighborhood. My husband was originally in the story and from here and I moved here for him.

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And I just had to learn a lot about the public school system, because both of us went to parochial schools and we just didn't want our son going to a parochial school so we ended up putting him in a public school.

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And there was a lot of things going on like, I remember hearing that 78 was billed for the neighborhood, like Matt from Jimmy Van bremer's office, talked about, and a lot of, you know, the schools that are built in the Hunters Point area are also serving

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that community, which is great. But we can't forget about the little shop around the corner which is like ps 76 and ps1 11, which are great schools to.

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And I think it's important that maybe we bring out the special qualities of these schools, and what they have, like, hundreds point had really great qualities to where they had, you know, music programs after school programs, and they had a lot of different

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programs but ps 111 has it too. And 76 has it too and 76 has a theater program, just like punches point does.

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And it's important that we possibly do get zoned that way.

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I mean district 30 has a great amount of schools in the district and everybody wants to go to this one school. I remember when my son was young. Everybody wanted to go into the gifted program, or 122, and that was crazy because you couldn't think of all

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the other schools and what they offered. And I think we need to bring that out by showing you know like I believe of 384 is is like a stem school.

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76 has dual language, you have, you know, ps 2011 and has so many great things for our community that they offer. And that's very important.

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And that's what diversity is.

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It's not just mixing black and white and brown people. Diversity is mixing everything that's included in that melting pot.

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And it's very important that we know that because there shouldn't be x exclusive areas. And those things should be, you know, erased.

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I really do wish that maybe we do zone, the schools because some of the schools are under populated. And maybe we could, you know, bring school kids from other areas in within the zone that will want to go to those schools, and not just have 500 kids

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going to one school because it's a popular school by the water.

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So, thank you for hearing me out. And I have to say, my son.

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Going to to his local schools, he, he loves being in this area, and he got a great foundation because I was an advocate for the parks and I always wanted to make my community.

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It's my community I live here I just don't just live here, and my kid goes to another school somewhere else or a private school.

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We're part of this community it's very important that it flourish, not just where I live, but in ravens wouldn't Queensbridge, you know, and Hunters Point, it's all part of one, and making that part of one will make it much better.

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Thank you.

02:24:04.000 --> 02:24:17.000

Thank you, y'all I'm done. Thank you for also uplifting this idea that there's resources and programs that exists throughout the district and that perhaps aren't and that information is in reaching everyone so how can these conversations in this process

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that we're having uplift that so that, you know, everyone can be the district as a whole can be uplifted. I'm Alex.

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I'm gonna make this brief because I have to admit this is my second bite at the apple already went.

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I think this has been incredibly eye opening and I really appreciate how, how much better. This meeting I think was in the exchanges.

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You know the impression that I had from the last meeting in the beginning was that, and you know we were shown these sort of graphs of like race and show these graphs of like people's economic situation and how you know the different schools were bifurcated,

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and the sense that I got was that somehow there was something wrong with some schools, and that by the rezoning we were going to fix that right like that, though, you know, I don't recall exactly but it was like we're going to fix the some historical

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wrong, which gave the impression that some of these schools were not good, right, that somehow by redistributing kids. We were going to make things right and frankly after this conversation.

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I want to learn more about other schools I'm a ps 78 parents, but after hearing from so many parents talking about the holistic approach to the child about all of these programs, theatre music.

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I mean, things that, you know, I, you know, we don't have dual language, all of these other things. I would be very keen to hear more about like what Mr.

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Murray was talking about, which is what is available outside of my neighborhood.

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Because definitely I think maybe just from a community outreach perspective, we should stop talking about, hey let's correct some historical wrong and make it more about informing parents, giving them choice rationalizing this these issues of proximity

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to the schools and overcrowding etc and just kind of approach it from that perspective. That's it.

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Thank you Alex and thank you for that reflection after this, you know, a meeting of just what are some lessons that you've carried from this meeting and hopefully that will only continue in the further engagements.

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I'm so thank you for that.

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Danielle.

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Can you oh we can't hear you yet.

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See her on muted herself but we're not hearing you Daniel.

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Can you hear me now. Yeah.

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Okay, sorry.

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Um. Thank you for having this tonight, and for the past meeting.

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Just a few things that I'd like to bring up.

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Echoing back to Matthew Wallace's comments from Jimmy van dreamers office.

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I just don't want that message of how 3d for became about to be forgotten.

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And that there was that there is an overcrowding issue at our school.

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One thing I noticed is you know that there's been graph shown.

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I think it would be also helpful to show residential building, and the amount of units that are being built. I was informed that the CC and district planning, took a tour in Long Island City wanted to hear your feedback on that and wanted to see what

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you know what you see and what you saw, you know as far as those, you know, high rises that are being built.

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And the last comment is, you know, I'm hearing from all the principles from all different schools, and it is even eye opening to me. I have a second grader.

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And I think it would be helpful for new families, such as you know parents that are in daycare or, you know, considering moving to district 30, possibly having district 30 hold some sort of like, Cool fair.

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So the schools can have the opportunity to basically showcase and show what they have to offer.

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You know, for their individual school I think that would be, you know, really helpful, because in my opinion you know i just i didn't, you know, have the opportunity to learn about other school.

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And that's it. Thank you.

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Thank you so much, Daniel for that.

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So I guess it will pass it on to rebuild are you doing next steps, maybe you want to share some of the parking lot notes. Thank you. Yeah, thanks so much Stephanie thanks for all your support, and really appreciate what happened tonight in terms of you

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know hearing feedback being able to keep track of it which I'll share now, and we can come back to some of these questions and some of these thoughts for our next conversations.

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So I'll leave this up on the screen and we can think about I know something that was mentioned was information sharing and keeping all this in one place so we can definitely talk about that with the CDC about where you know upcoming meetings PowerPoints,

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whatever it is, can be shared, but these were some of the questions.

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If there's anything to add if anyone wants to let me know but I think we're in a good place here in terms of some of the questions that were asked and things that we should come back to for further conversations,

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There's leaving this up for a minute I know it's a lot to digest and we can show it for me, I can read any of this I don't know if anybody else out there before.

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But I think we'd all like to read it. Am I wrong anybody else can see this better than me.

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I can zoom in, and we can give it, I have an idea. Can we get these questions on this website i think i think i here we're going to do a zoning website.

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And these questions can go up this where everybody can see them and think about them and reflect on them. Is that a fair statement. Definitely request, make sense.

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Okay, so we will we will work on that. I think we need a zoning website will come up with a good name and begin this process by having your questions up there.

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And I want to thank, first of all ICC for a wonderful job tonight, our district planning, and most importantly, all of our parents who showed up here tonight to voice their opinion.

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That's what this is about the community, because we are a community driven district. I dare anybody defined.

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The total community against any particular school because we work so hard to take care of our children.

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And please our parents because we all like our children's parents as well. Thank you.

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I just want to also say add my thanks especially to the parents to the CDC sector positive especially the parents, you just spent three hours talking about what's important to you, and I'm honored that you spend the time with us, we are listening we are

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taking notes we are digesting really truly appreciate it.

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Thank you. Yes, echo what I said I go with Dr Bosco said and I think I'll put up on the screen, email addresses where folks can continue to reach out with questions and I'll turn it back over to the CDC if you all want to talk about next steps in terms

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of upcoming meetings.

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But here's the CDC email address and to reach district planning a queen zoning email address, which we should rename because maybe we're not rezoning but this is an email address.

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So we will be attending and next.

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All of us are kind of going to be splitting up and attending different SLT and PTA some of the other schools that have invited us and our, our next public meeting will be may 18 at 6pm, and that will have representation of the Hunters Point community

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also. So, we can go from there. I'll go ahead and call this meeting to an end if everyone's okay.

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Thank you guys.

02:33:24.000 --> 02:33:26.000
Thanks everyone so much.

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Thank you.

02:33:28.000 --> 02:33:43.000
Thank you, everybody.