



Newsletter

30th Avenue School – Inclusion. Inquiry. Responsibility.

Q300 PTA WINTER ISSUE

Q300 PTA WINTER 2019 ISSUE

Winter Fun!













FROM TOP: Pace K1 at the Guggenheim; Stephanie 502 in an international children's modeling contest; Evan 201 and Erika 202 at the Big Apple Circus; Josephine 302 and Julia 501 at Windham Mountain; Myriam 501 on the Champs Elysees in Paris; Jason 302 and Avery 102 at Windham Mountain; Alexander 402 playing soccer; Emily 201 and Elliot K2 at the Cooper Hewitt Design Museum; James 501 on New Years Eve; Amalia 101, Penelope 302 and Emily 302 on MSNBC's set at 30 Rock; Darius 502 at the Indigenous Ecological Park and Reserve in Punta Cana; Emma Jane 301 on horseback; Blake 201 at the Queens Museum's Panorama of the City of New York; Gideon 501 on Jay Peak VT; Hiro 502 at Kings Cross Station platform 9 3/4; Lennon 301; Landon K1 in Singapore; Khloe 201 at Candytopia on New Years Day.

Q300 Holds Multi-Tiered Positive Intervention Workshops for Parents

By Tomonori Nagano

According to the NYC DOE InfoHub[1], in 2017-2018, nearly 20% of the NYC public school students were identified as students with special need for disabilities and about 13% were identified as English language learners. While the comparable statistics at the citywide G&T programs like Q300 is much lower (e.g., 6% of Q300 students have Individualized Education Program (IEP) and 2% are English as a New Language (ENL) learners [2]), it is crucial for everyone in the Q300 school community to become well aware of the needs of these twice exceptional (2e) students, pedagogical techniques proven to be effective to teach IEP/non-IEP students in the same classroom, and how to build inclusive school culture across academic, linguistic, and cultural differences.

With this background in mind, a series of workshops on IEP (10/15), ELL/ENL (12/13), and Multi-tiered System of Supports (MTSS) (12/20) were hosted by District 30 and Q300 in Fall 2018. These workshops offered Q300 parents opportunities to become familiar with the rights and responsibilities of the parents with 2e children.

The first workshop on IEP and the third workshop on MTSS focused on the referral and evaluation processes of a student with a need for an IEP. The referral process for IEP is well-documented [4], but it is highly complex with various factors such as the type and degree of disability, child's age, school environment, parent-teacher dynamics, and, probably most importantly, parents' expectation towards the IEP curriculum [14]. Added to this complexity is the requirement for the school to implement Response to Intervention (RtI) before making a formal referral for an IEP examination for a student. In short, RtI is a universal (all-students) screening process to spot struggling students due to some form of disability. At Q300, like the rest of the NYC public schools, the Multi-tiered System of Supports (MTSS) approach has been adopted, which tackles students' behavioral concerns through research-based teaching and intervention techniques in and outside of classroom. MTSS operates on the following three tiers/groups of students:

- Tier 1: Scientific, Research-Based Core Instruction [For all students / Benchmark]
- Tier 2: Small Group Interventions [For some students (5-15%) / small group instruction or additional instructional time]
- Tier 3: Intensive Interventions [For individual students (1-5%) / intensive academic, social, behavioral or emotional intervention]

The effectiveness of MTSS is monitored with evidence-based assessment with students' behavior data from SWIS (School-wide Information System), in which the frequency, grade level, type, time, location of behavioral problems are recorded.

The second workshop focused on the identification of and services available for English language learners (for whom NYC DOE has recently started using the term English as a New Language (ENL) learners, contributing to the nomenclature chaos in DOE). The identification process of ENLs is much more standardized than that of IEP but its implementation is somewhat volatile and incomplete. According to the NYS DOE CR Part 154, all new students entering to the NYC public school system must complete the Home Language Questionnaire (HLQ) [9] upon the admission to the NYC public school system. Then, those who report usage of a non-English language at home on the HLQ must take the New York State Identification Test for English Language Learners (NYSITELL), whose test score will determine a student's ENL designation. The ENL intervention varies from school to school, but the most typical configuration is pull-out ESL class (in which students are pulled out from class and receive English as a second language instruction in a separate classroom) or push-in ESL support (in which an ESL teacher co-teaches content-based class with the main teacher); the time ranges from 0 to 2 units (0-360 min) per week. All ENL students are assessed annually in April with the exit exam called the New York State English as a Second Language Achievement Test (NYSESLAT).

It should be kept in mind that ENL services are mandated at the state level (unlike IEP, which is required by the federal laws) and the availability of bilingual/ESL services was a matter of intense political debate in the 1990's to the 2000's across the nation, including NYC. As it stands, New York State offers the most comprehensive bilingual/ESL support in the nation and many other states (such as California) provide much more limited support for bilingual/ESL students. Having said that, the implementation of the ENL identification and services largely depends on the school demographics and its educational philosophy; it's interesting to observe some schools, including a few city-wide G&T programs, have identified none or very few of their students as ENL learners and do not actively seek bilingual/ESL support for them.

To conclude, how best to work with high-performing IEP/ENL students, also known as 2e students, remains a unique question in the citywide G&T programs and there are little guidelines how the school community can build a constructive learning environment for all G&T students, including those designated as IEP or ENL. After all, all G&T students are in the program for their atypical academic aptitudes and, as outliers of the academic and behavioral normal distribution, each student is expected to exhibit his/her own unique set of strengths and weaknesses. If the mission of Q300 is to construct a truly inclusive school and society, it is imperative for everyone in the Q300 community to think about how Q300 students can learn best from their peers across academic, linguistic, and cultural differences

[1] <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/information-and-data-overview>

[2] <https://insideschools.org/school/30Q300>

[4] <https://www.schools.nyc.gov/special-education/the-iep-process/starting-the-process>

[5] <https://www.edweek.org/ew/articles/2016/12/14/what-are-multitiered-systems-of-supports.html>

[9] <http://www.nysed.gov/bilingual-ed/ell-identification-placementhome-language-questionnaire>

[14] <https://www.additudemag.com/iep-meeting-best-school-accommodations-how-to/>

The Thanksgiving Story: The Twists and Turns of the Middle School Kindness Challenge

By Maria Hantzopoulos (with input from Christine Katartzis)



Last spring, our Q300 Upper Division students participated in a nationwide Middle School Kindness challenge. Led by the Guidance Counselor Christine Katartzis and the support of several teachers, the school community assembled to discuss how they could participate in the challenge. There were three simple criteria: teachers needed to conduct 4 out of 20 lessons from the curriculum and rate them, the school needed to come up with some sort of ritual on kindness collectively, and the school needed to create a video or slide show that demonstrated the artifacts, reflections, and pathways to kindness that helped them achieve these goals.

During that assembly last May, the students and teachers mapped out a plan to meet these goals. They would do the lessons in advisory and for their school ritual, they decided to document all witnessed acts of kindness. These acts needed to be more than a smile, but something a little more “meaty,” that showed an act that went above and beyond normal expectations. Anyone (students or teachers) could add to the google doc, which served as a running record of these acts.

Behind the scenes however, something really sad and tragic happened. During the kindness challenge, 8th grade Math teacher Anna Hauser apparently lost her engagement ring when it fell down an open pipe on the bathroom floor. While she enlisted the custodians to track it down, they said it was near impossible. It would be hard to retrieve and they were not really keen on messing with old pipes. Anna was crestfallen. She had just been recently married and this ring meant so much to her.

The students and everyone were so concerned as they could see how distraught Anna was, but a week went by and no ring. There was one person who didn’t even know about the kindness challenge but never gave up hope in finding the ring. Fast forward to this fall when there was another assembly in November, right before Thanksgiving. This time, grades 5-8 gathered and among other things, the teachers did a flash mob dance for them, which the students thoroughly enjoyed (according to my child, this flash mob made plain which teacher could and could not dance, perhaps a future Op Ed for this newsletter). Christine also realized that they had not assembled since last May when they launched the kindness

challenge and Anna lost her ring. It also occurred to her that the students (particularly the current 7th and 8th graders) didn't know two very important things, and now was the time to tell them.

The first important order of business was informing the students that Q300 was one of the schools nationwide that was awarded a kindness champion honor. While they didn't win the whole competition, they held their own in a nationwide competition and were awarded a gorgeous plaque. This was a remarkable feat and the students were so proud and thrilled. The second one was related to Anna's ring. Since she lost it at the last assembly, Christine thought it was appropriate that she announce at this assembly that it was FOUND, and the only reason it was found, was because someone did not give up in his quest to help.

There was one custodian, Ivan, who kept looking, day in and day out for over a week. Ivan quietly persevered, searching through so many pipes, until he finally found the ring about one week after Anna lost it. He did this all on his own time. While Anna of course found out immediately, Q300 students never knew the end to that story. When Christine told them this story, they were elated. They remembered how distraught Anna was and were thrilled to not only hear a happy resolution, but also extremely appreciative of Ivan, whose acts exemplified truly what it means to be, well, kind. When Christine gently asked if maybe they should consider giving the plaque to Ivan, the entire auditorium erupted in cheers of agreement and applause, indicating a resounding YES!

At this point, they decided to plot how to give Ivan the plaque. The current 7th and 8th graders (who were part of the challenge) stayed behind in the gym after the volleyball game (the one in which the teachers were trounced). Bill called Ivan in on an emergency – letting him know that a pipe burst and he was needed IMMEDIATELY. But the only thing that burst that day were the tears streaming from Ivan's eyes when he realized what was happening. They gave him the plaque for his true act of kindness. Ivan was not in a competition for kindness, he just went above and beyond to do the right thing.

Since that day, Ivan is somewhat of a celebrity in the Upper Division campus. He gets high fives and "what's up?" from all the students. He not only is a great role model, but he is now a great friend. It seems one small act of kindness can go a long way! To read about the Middle school Kindness challenge, see: <https://kindnesschallenge.com/>

Meet Jessica Huang: 5th Grade Math & Science Teacher

Interview by Neerja Vasishta



Can you tell us a little about your teaching background and what you teach at Q300?

This is my first year teaching in a public school. Prior to joining the DOE, I worked in test prep for 6 years, preparing students for various standardized exams, ranging from the Common Core state test to the PSATs and SATs. This past May, I received my teaching credential from Teachers College, Columbia University, and now, I'm certified to teach grades 1 through 6 in all subject areas. Currently, I teach 5th Grade math and science at the Q300 Upper Division.

How would you describe your teaching philosophy?

My teaching philosophy would be best summed up by the following quote from Ignacio Estrada: "If a child can't learn the way we teach, maybe we should teach the way they learn." I believe that all students are capable of success and it's essential to consider their strengths, needs, and interests in the planning process in order to create effective instruction.

Is there a specific topic or lesson that you are passionate about teaching?

I especially enjoy engaging with students during Morning Meeting time, which we have every Monday, Wednesday, and Friday 1st Period, to discuss topics in social-emotional learning. While academics are undoubtedly important and I love both subjects that I teach, a big responsibility that schools have - that

may often be overlooked - is the task of nurturing responsible and concerned citizens, who question, probe, and push against the status quo.

What are your hopes for your students as a whole this year?

My hope is that all students will develop an appreciation and curiosity for figuring out how the world works. Not all problems are easy to solve, but I will be happy as long as students believe in themselves and continue to persist through challenges.

Who was your favorite teacher growing up? What made them stand out for you?

My favorite teacher growing up was my 7th grade math teacher, Ms. Lyman, because I really enjoyed her teaching style. She stood out to me because she always put students in charge of their own learning, emphasizing the importance of the process over the end product.

How did you decide to become a teacher?

When I first immigrated to the United States at the age of 6, my elementary school teachers influenced me in such a profound way that I was inspired to become a teacher myself. Throughout high school and college, I took on a variety of roles in different educational settings, so I began to expand my understanding of what it means to be a teacher. During my undergraduate career at NYU, I majored in Communication studies to keep my options open in terms of the pathway that I wanted to take towards teaching. After studying abroad for three semesters in three vastly different locations - Paris, Shanghai, and Abu Dhabi - I realized that the classroom was the place for me. That's why after I graduated, I decided to apply to Teacher's College for graduate school to get my teaching certificate.

What Q300 policy or approach resonates with you the most?

The policy or approach that resonates with me the most would be our school's core value of "Inclusion" because I believe that students learn better when they feel safe and appreciated within their learning environment.

What do you like to do in your free time? Do you want to tell us anything about your family and where you are from?

In my free time, I enjoy traveling and trying new foods. I currently live in Flushing with my parents and younger brother. We've lived in the same house for the past 14 years, but prior to moving here, we've also lived in Corona and Woodside.

What's a little known fact about you?

This used to be a little known fact, but now it's a little bit more widely known at the Upper Division. In high school, I played ultimate frisbee competitively for two years. During the school year, our team even travelled out of state to compete in tournaments against other teams on the East coast. Because of the great memories that I had from competing in high school, I was inspired to choose ultimate frisbee as my elective for this year so that I can show students how much fun the sport can be!

Anything else you'd like the Q300 community to know about you?

I'm grateful for all the love and support that the Q300 community has shown to me in my first few months here! It's always scary being the "new kid," but special shout out to the Upper Division staff for making me feel so at home with all of you.

Meet Jose Jamie: Lower Division Spanish Teacher

Interview by Neerja Vasishtha



Can you tell us a little about your teaching background and what you teach at Q300?

I went to Queens College for my Bachelor's degree and I did my Masters in Education at New York University. I taught at IS 235Q "The Academy For New Americans" for about 17 years. I was a Bilingual Teacher and also taught Math. This is my first year at Q300 teaching Spanish to students in Kindergarten to 4th grade.

How would you (or others) describe your teaching philosophy and style?

I have a background in music, for this reason I believe that if I use music in my Spanish lessons, it will motivate the students and help them learn this new language better.

Is there a specific topic or lesson that you passionate about teaching? Why?

I enjoy teaching Spanish since it's my native Language. I came to this country when I was 13 years old, and as a child I confronted a new culture and a new language, English! It took me several years to learn it, but eventually I did. So, now it feels fantastic to teach Spanish because I know the struggle that children, and people in general, have when learning a new language. Now, to be thankful to life that opened doors for me after learning English, I feel that it's my turn to give back something in return. So, to teach the children a new language, my native language Spanish, feels great and it's very rewarding!

What are your hopes for your students as a whole this year?

I would like my students to end up knowing a lot of vocabulary in Spanish by the end of the school year. I hope they can understand and communicate in basic Spanish, and at the same time continue to be motivated in improving this new language.

Who was your favorite teacher growing up and why?

My favorite teacher was Miss Kelly. She was my English Teacher during my first year of school in the USA. She was patient and caring!

How did you decide to become a teacher?

I started as a Paraprofessional and while working in schools; I realized that I really enjoy this profession, so I decided to change my Masters from Pre-Dentistry to Bilingual Education.

What Q300 policy or approach resonates with you the most?

To Aspire! I believe it's a great approach that provides the student with the opportunity to develop self-determination skills, in other words, attitudes and abilities that help them set positive goals for themselves, academically and behavior wise.

What do you like to do in your free time? Do you want to tell us anything about your family and where you are from?

Everything I do in my free time its related to Music. I am a professional musician. I play guitar and sing in restaurants and various venues. I have been doing this for more than 20 years. I am also a disc jockey. I come from Ecuador.

What's a little known fact about you?

A little known fact about me its my passion for the arts, theatre, and especially music.

Anything else you'd like the Q300 community know about you?

I am so happy to be part of the Q300 family. My goal is to be able to help, motivate, and improve our children's education and talents.

Meet the Parents, Lower Division: Nora Lawrence and Patrick Resing

Interviewed by Neerja Vasishtha



"Meet the Parents" allows us to get to know a few of the many wonderful families that make up the Q300 community. Please email profile suggestions to newsletter@q300pta.org.

Where do you live?

We live in Jackson Heights (where Blaise shares a bus stop with many other Q300 families!).

Tell us about yourselves—what do you do professionally?

We are both in the arts--Nora is a curator at Storm King Art Center, and Patrick is an artist and art installer who works for iLevel.

How did you both meet?

We met as students at Pomona College in Claremont, CA.

How long has your child been at Q300? What's your child's name, age, and grade?

Blaise is in class K1, and is 5 1/2.

Why did you choose Q300 for your child?

We felt very lucky to have Blaise join Q300. We are very happy to have found such a stimulating community for Blaise (and in Queens, no less!), and we were also happy with the optional-homework policy in the lower grades.

What are your favorite family activities to do together at home? Away from home?

Blaise got some good board games recently, including Blokus and Sushi Go, so we play those, and we read together, and we help Blaise's little brother Arden feed the cat far more than the cat needs to be fed. Blaise really likes sports, so we usually have a big bag with a soccer ball, baseball equipment, a frisbee, a tennis racket, and a football hanging off of Arden's stroller when we head out.

Meet the Parents, Upper Division: Lisa Danser and Dan Rigazzi

Interviewed by Neerja Vasishtha



"Meet the Parents" allows us to get to know a few of the many wonderful families that make up the Q300 community. Please email profile suggestions to newsletter@q300pta.org.

How long have your children been at Q300? What are your children's names, ages, and grades?

Domenic Rigazzi started at Q300 last year in the 6th grade.

Where do you live?

We are 20 year residents of Kew Gardens in Queens.

Tell us about yourselves—what do you do professionally?

Lisa is the Associate Artistic Director for Rosie's Theater Kids, a musical theater arts education program that serves under served students from the public schools. She loves being an arts educator and is proud of her all of her students' accomplishments. She was lucky enough to take her students not once, but twice to perform at The White House for President Obama and First Lady Michelle Obama. Dan is an opera director and is on the directing staff of The Metropolitan Opera. He travels a few times a year to direct in regional opera companies and in universities around the country.

How did you both meet?

We met in a scene study class when they were young actors and founded a now defunct off-off Broadway theater company together, before transitioning to our current careers.

Why did you choose Q300 for your child?

We chose Q300 because we believed in the mission, loved the project based and collaborative learning environment and also preferred a small school.

What are your favorite family activities to do together at home? Away from home?

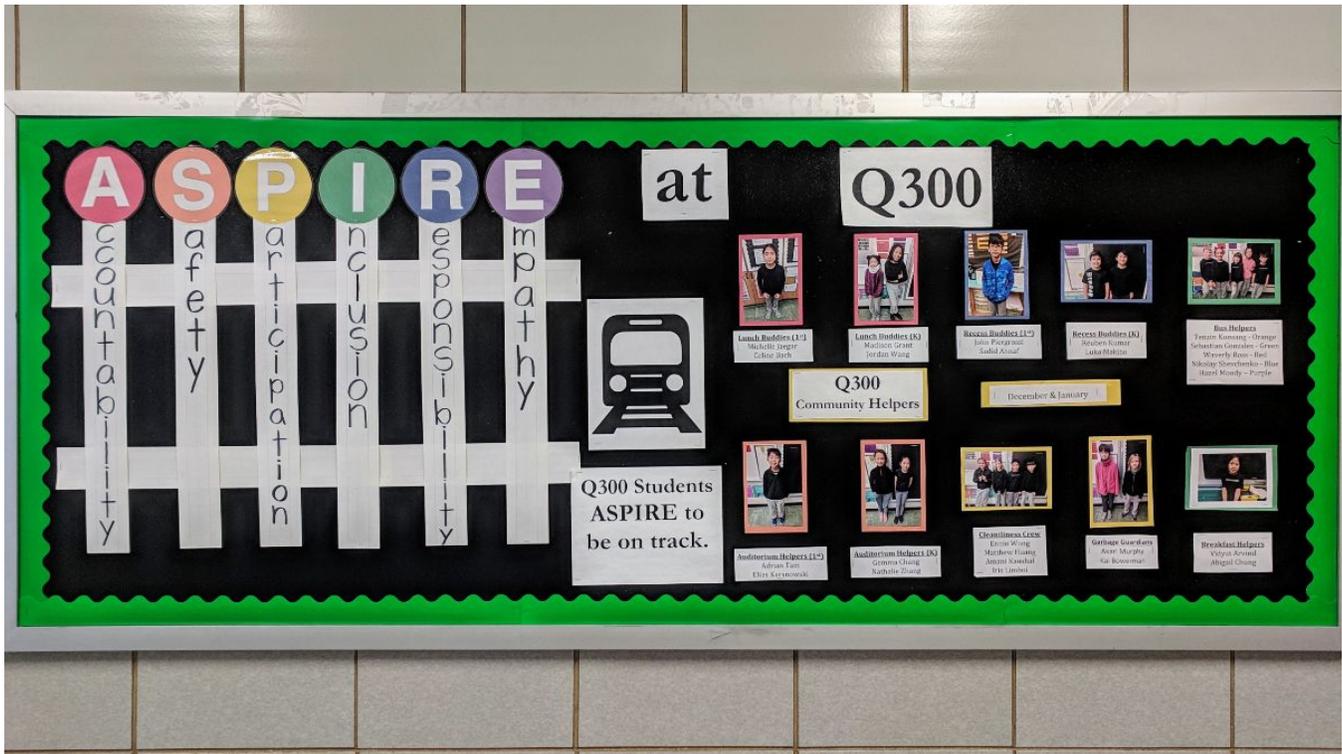
We are serious board game players, who are currently passionate about Settlers of Catan and putting together challenging puzzles during the winter months. Our family loves music and occasionally jam together as a family band. When the weather is nice, we love to take day trips to challenging hikes in the region and we try to see as many concerts as we can!

Thinking about your and your child's experience at Q300, would you like to share a glow and/or grow?

We have been so impressed with the passion of the teachers at the school and feel that they engage our child in wonderfully creative ways. As someone who has worked in many different school settings over the past 20 years, I can honestly say that these are exceptional teachers, who are committed to our children. Also, we are so grateful to Christine and think she is such an asset to our community!

Community Helper and ASPIRE Program Updates

By Edwin Mora



ASPIRE Projects

Do you ASPIRE to be a great student? If you ask your Q300 student, chances are they will answer with a resounding YES! With support from Christine, our Guidance Counselor, Q300 has implemented the PBIS (Positive Behavior Interventions and Supports) program. We adopted the acronym ASPIRE to remind students of the behaviors they should be exhibiting as Q300 students. ASPIRE stands for Accountability, Safety, Inclusion, Responsibility, Empathy. We provided examples of how students can show each of these qualities in different parts of the school such as the cafeteria or bathroom and how they can ASPIRE outside of the school while on the bus or on field trips. Teachers have talked to their classes about what it means to ASPIRE but they have really embraced it through their ASPIRE class projects. Each class was given a task of presenting a project of what it means to ASPIRE in different parts of the school. So far the presentations have been inspiring. Kindergarten's poem of how we ASPIRE in the hallway was impressive. As was Ms. Kasia's class skit of what you should do when you want to ASPIRE in the bathroom. Ms. Kiera's class is still waiting to premiere their news channel video on how students ASPIRE on field trips. They even did their own video editing! It has been enjoyable to see the students come up with such creative projects and share how they can ASPIRE at Q300.

Community Helpers Program

This year we brought back the Community Helpers program, which supports our core values of inclusion and responsibility. The program was a way for the 4th graders to be role models and set good examples for the other grades at the elementary school. We choose responsibilities that would help out the school community and more specifically help support the students in K and 1st grades. The jobs range from Recess Buddies, in which students go outside to play with the younger students during their recess, to

Cleanliness Crew, which helps remind students to clean up after themselves in the cafeteria when they are finished. The students filled out a job application stating which jobs they were most interested and why they would be good for the job. The Community Helpers have helped the Q300 community but it has also been great to see some of the 4th Graders make connections with the K and 1st grade students. In February the 3rd graders will also be applying and become Community Helpers to show how they can also support the Q300 community.



Kindergarten Recess Buddies Evelyn and Taniya (4th graders) with Elliot (K2).

Mix It Up Day!

By Christine Katartzis, School Counselor



On Friday, November 2nd our upper division students celebrated Mix-It-Up at Lunch day which is a day that challenges students to get out of their comfort zone, and engage with others, helping create a more inclusive school environment. Students sat at different tables in the cafeteria and interacted with peers they were unfamiliar with during their lunchtime. Preparation and activities for this event were led by our “mix-it-up day student ambassadors,” a group comprised of twelve 7th and 8th grade students.

There was a nice buzzing sound in the cafeteria as students were walking around their tables getting to know each other better. It was a relaxing way to indulge in a social game where everyone had a chance of winning.

Many thanks to our Mix-it-up day student ambassadors who volunteered to plan this event during their lunch period for the past two weeks and those who volunteered their time on the day of the event. These students included: Arin Faruque, Muntaha Rashid, Humairah Chowdhury, Tasfia Uddin, Gaby Usvyat, Kenisha Mahajan, Rahifa Rahman, Sarah Serran, Olivia Bernard, Emmett Buchman, Domenic Rigazzi, and Annabelle Banas.

Chess Team Update

By Sergey Shchukin

Q300 Chess has been on an absolute tear. We are coming off our second home tournament of the year on February 10 at the Lower School campus, which saw 60 players from many different schools attend. (The next Q300 tournament is May 5 – save the date!). The event was a big success, and Q300 kids took home first place in most of the sections! Now we are building momentum towards the State Scholastic Championships coming up March 9-10 in Saratoga Springs, NY. We currently have 15 team members going, our biggest group for any “away” event by far!

Over the past year, we have seen some amazing results. Several of our kids won first place in NYC-area tournaments at NEST+m and Spence. The overall quality of play is quickly improving, with the help of NYChessKids coaches. With the team growing up so quickly, it’s only a matter of time before we start bringing home team awards, and dethrone the powerhouses of NYC like Dalton and Hunter. This has been an amazing opportunity to watch the kids bond and grow around one another, and we are just getting started! The word is out in New York – and people are taking note of us.

About Us

Q300 Chess is in its second year of parent organization, and is a fun, interactive, culture-first group with a positive, energetic and transparently competitive edge at ‘Away’ Tournaments. And we want YOU to join! Experienced players and beginners are equally welcome, even K and 1st Graders. Drop us a line at Q300ChessTeam@gmail.com.

Hackathon

By Lynn Kennedy



Winning Teams: Liam and Peyton Gooch-Tonic (6th Grade), Adam Sayah and Akiva Joseph (7th Grade) Konatosu Iwai, Stephanie Wang and Ava Zhang (5th Grade).

Congratulations to all of the teams that participated in the 2nd annual Q300 Hackathon that took place on December 3, 2018. 60 teams from all grades participated in a Hackathon, which is an event where the kids formed teams to collaborate on creating computer programming. Scott Waldman, our middle School computer science educator, used the Games for Change Student Challenge Platform to create their games. Games for Change is the leading national game design program that combines students' passion for games with digital learning and civic engagement.

The issue the kids were asked to reflect and program games around was: 'Imagine living to the age of 100: what does the world look like?' Scientific advancements in medicine and aging research are quickly making that dream a reality: In the United States, 50% of kids who are 10 years old today are expected to live to be over 104! This shift in life expectancy could have dramatic impacts on our society, including changes to the way we eat, work, and interact with one another. Students were prompted to reflect upon how they would prepare to be 100 years old and have a long, healthy and prosperous life. They had to consider factors that impact aging, such as stress, attitude, health issues, diet and exercise, race, gender, education, interpersonal relationships, and economic levels. Students worked for the entire morning, then presented their work in the afternoon. Mentors were available in the morning, including parent volunteers from the computer industry and Global Kids Staff. Students were judged based on a rubric, created by Games for Change, that scored on Game Play, Theme, Coding(CS) and Programming skill, Presentation, and Overall Wow Factor.

Congratulations to the winning teams at this level: Team Adam Sayah and Akiva Joseph were the overall winners. Two other teams, the Liam and Peyton Gooch-Tonic from sixth grade and Konatosu Iwai, Stephanie Wang and Ava Zhang from fifth grade placed and won special prizes.

In February, two teams moved forward to the next round of competition (Queens-wide): Team Adam Sayah and Akiva Joseph, as well as Team Lyla Black, Amanda Min Li Louie, and Kikyo Makino-Siller. This year, up to 100 middle and high schools from across the City were invited to participate in a friendly competition in which student teams will be given the opportunity to use open data, including 311 data, from their school neighborhoods to address issues impacting their own communities. This is a

competition hosted by the CS4ALL Hack League and BetaNYC. The 7th Grade team won the technical award at the Queens Hackathon and are now moving on to the City Wide Competition.

Congratulations to Upper Division Computer Science teacher Scott Waldman and Lyla Black, Akiva Joseph, Amanda Min Li Louie, Kikyo Makino-Siller, and Adam Sayah. We wish our Q300 teams much success and fun!

Gallery Night

By Nora Lawrence



Socializing off campus on Gallery Night

On the evening of November 16, more than 80 parents and supporters of Q300--including our teachers and administrators Bill, Anna H, Laura, Jean, Jaimie, Chidi, Erin, and Kiera—attended Parents' Night at the Gallery. The event, which was graciously hosted by parent Ingrid Bromberg Kennedy at her Lower East Side gallery, Klaus von Nichtssagend, raised more than \$3,300 for the school. Ingrid gave attendees an introduction to the beautiful exhibition on display: *House and Garden*, by artist David Gilbert. An opulent spread of food was created by Ori Cosentino, a parent as well as owner of the Sunnyside restaurant, Sanger Hall, where weekend afternoons are particularly family-friendly!

Enthusiastic bidders jockeyed for the three auction items: memberships to Carnegie Hall and Storm King Art Center, and a gift basket of spirits that was donated by parent and restaurant owner Karen Babich (who owns The Clinton Restaurant in Whitestone). A raffle also raised money for our school. Beer was donated by Mikkeller, which has just begun a beer delivery service to all five boroughs, and wine was donated by Astoria Park Wine and Spirits. Thanks to the rest of the organizing committee: Alison Chase, Kevin Gallagher, Nicole Gallagher, Maria Hantzopoulos, Joanna Holzman, Blain Kennedy, Nora Lawrence, Claire Lui, Raechel McCarthy, Lydia Tonic, Karen Van Wart, and Ana Vasileva.

CLASS HAPPENINGS

The First Grade visited Queensborough Community College to see a performance called Mistletones



Class 102 was very excited to have their families join them for their second Publishing Party on December 21st. Each child wrote a little book dealing with a topic they know a lot about. The children are very proud of their work, and they really enjoyed sharing it with their own families as well as with other parents and with their classmates.



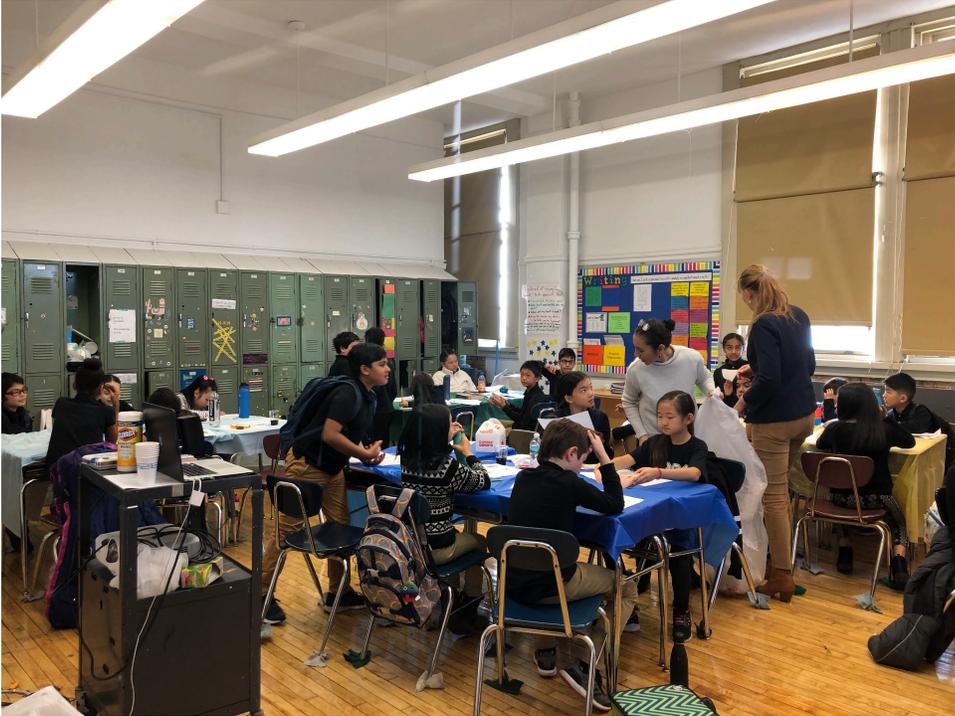
202 had a writing celebration (with yummy snacks!)



The Fifth Grade visited Four Freedoms Park on Roosevelt Island



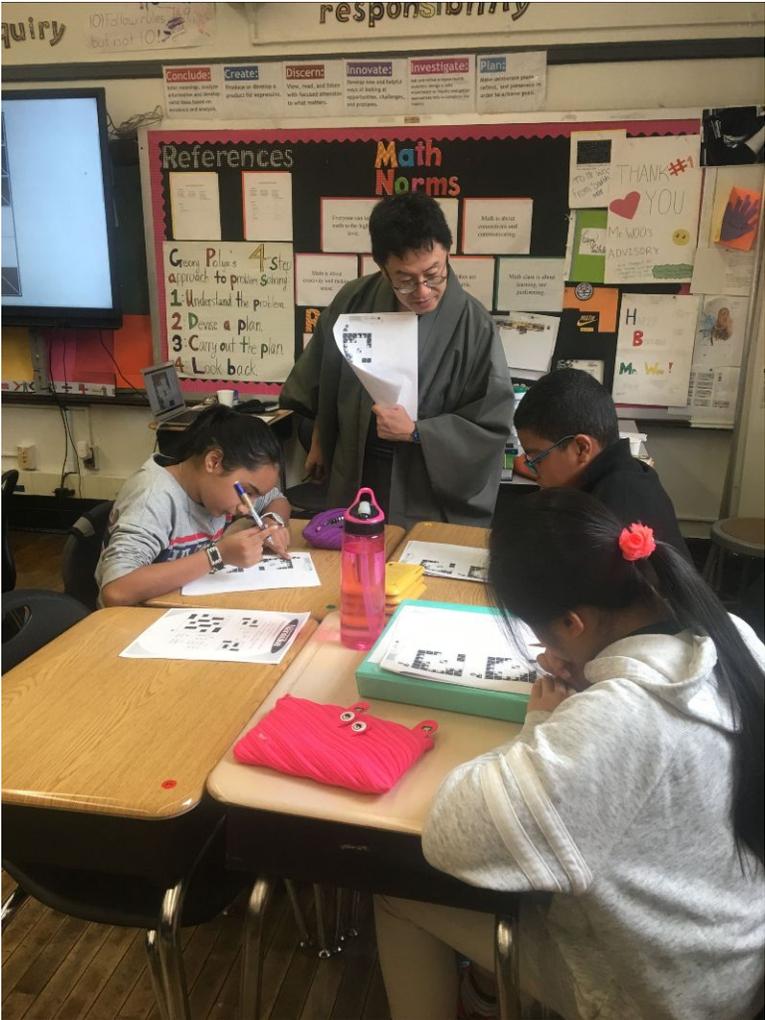
Fifth Grade writing celebration



Seventh Grade trip to Storm King



The Seventh Grade had a workshop In Mr. Woo's class with a logic puzzle editor from Japan



SAVE THE DATES!

February 28: PTA Meeting

March 22: Basketball Tournament (Grades 5-8)

April 5th: Zumbathon

May 5th: Stepping into Summer Fundraiser