



The 30th Avenue School (Q300)

Elementary Campus

28-37 29th Street, 4th Floor, Astoria, NY 11102

[718.626.8502](tel:718.626.8502) (main) [718.626.8508](tel:718.626.8508) (fax)

Middle School Campus

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www.Q300.org

Vasilios Biniaris, Principal

School Leadership Team Meeting

May 20, 2019

Meeting Minutes

Meeting called to order at 5:40 pm

Members Present

Monica Mohan

Bill Biniaris

Elijah Cho

Raj Jalall

Sonita Ramkishun

Maria Panagiotakis

Paula Marsi

Laura Marks

LaShawna Harris

Edwin Mora

Guests

Frank Ramsy from Middle School Admissions & Enrollment Team for Diversity

Peter Schmitt from Special Education Enrollment of DOE

Review and Approval of Minutes from 4/15/19

Monica motions to approve amended minutes

Bill seconds

Diversity Initiative

Frank shares the admissions process and diversity efforts schools can make. Diversity Plan from DOE is not a one size fits all. Look at different options to meet the school needs and populations. Options are ELL's, Temporary Housing, Free and Reduced Lunch (most common options for schools)



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Frank from the MS Admissions Team would like to know what kind of diversity we would like to implement in our school.

Question: What kind of support do you foresee necessary? Some students may need family assistance to support students attending school events where a cost is required.

Question: Does the school receive supports from DOE? There is a diversity grant that schools apply for (about \$200,000). Grant is for the district.

SLT members are waiting for guidance from Frank regarding the percentage of Kindergarten seats allotted to a specific group (diversity efforts ex. Reduced Lunch) is it from the total number of seats (50) after the sibling preference? Frank mentions that he has to look into this and get back to us.

Concern is that bussing is not available for a certain distance and to look at District 30 Accessibility is another issue – both schools are located on the top floor and there is no elevator.

Clarify target group and impact of group we want. What does it look like after that? Is there a timeline for an application. What happens next?

Frank-lets us know to provide information of what we want and then diversity team will notify us if we can move forward. Can happen quickly so it depends on how quick we move for the following school year (2021).

Any specific data points we want Frank to look further into?

- Comprehensive demographic plan
- Look at what other schools started and where they ended after this (see the impact)
- Seat offers citywide by district
- Who can we tap into for outreach (falls on the school level) When it comes to diversity initiative there are different offices to work with that can do that like the Welcome Center

Frank – All about what you want to see and want your school to reflect. Students still need to hit the 97th Percentile on G & T exam to qualify.

An SLT member is curious to see which students are currently below the 99% percentile in Q300. Siblings only need a 97% percentile.



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Bill is wondering if we have a sense of students who applied to schools like Q300 from these subgroups and didn't get in.

When you start a diversity initiative you can adjust percentages of seat offerings but Frank mentions you want to give it time and you should evaluate at the end of the year. An SLT member states that they like this because adjustments can be made if necessary.

Bill mentions he will reach out to TAG to see if there is something we're not thinking about with the diversity initiative.

Sibling Preference varies from year to year
5 for K next year (about 10%)

Bill asks, What is the timeline to get ready for the 2021 school year? Frank will look into this and let us know.

Special Education Department for Student Placement (Peter)

- Enrollment process is that all schools are expected to accept students with IEP's
- At middle and high school there is a percentage or seat allotment for students with IEPs
- This year 8 students who applied for the middle school had 20% or greater on their IEP classification and got in and may potentially attend in the fall.
- 20% under SC (special class) category the IEP represents 60% or greater
- Our response is that we recommend to the schools to open that class. When students are new to us we implement an IEP with fidelity and as we see students' progress then we see how we serve them and see later on how it fits into our school
- Most students recommended for special class are recommended for the 4 core subjects and for the rest of the program should be with other classes

Peter listens to our Questions and Concerns:

- Some students are gifted in some areas but not in others. These are students like any other. Students with IEPs should be learning exactly the way other students are learning. Special class is not a remedial class, it is not saying that I will teach 3rd grade math if they are academically at that level. It's about changing how students access the content. It's thinking about what the goal or standard is we are addressing



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and what is the evidence the student can display to show they have mastered the standard and then how can we get the students there.

- How do we change the students who have IEPs to apply for G & T?

In regards to the special class it does not need to be that way. Peter mentions that we do not need to have a 4th separated class. If there is room within (203 seats in each class) no reason why they can't begin class in homeroom. They may leave for reading or math and then join their class again. Maybe these students don't need to be pulled out for all 4 core subjects because they have a homeroom class. These are options, you can open up a 4th class.

You can program the schedule so that the class is traveling and don't need an extra room.

Peter asks, how many periods a week in the core subject (5-6). How many periods in the day minus lunch (7). These students may be coming in with 10-15 periods of ELA or Math per week.

Tier 1 of school program is the bridging of non-core subjects. We bridge everyone across the grades for specials.

The team has to prepare for the incoming students. Look into seeing if we can get additional resources because it is budget season.

These students would need a licensed teacher for special education in grades 1-6.

Bill asks, if kids during the courses on their IEP require to be in a special class they can be in a class with a special education teacher to teach them a content period.

An SLT member mentions concern of the special education teachers servicing students in both buildings and not enough people. We're looking at multiple scheduling scenarios and an additional special education teacher. Teacher with dual certification are great because they can service both students in general education and special education.

School has reached out to all families and invited them to come in. Current students will walk the future incoming visiting students to see what a day at Q300 looks like.



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School Culture Surveys

- Q300 teacher is concerned about the anonymity of the survey because they can track email addresses and match it to responses on the survey.
- How do we protect teachers on the survey in their response and integrity?
- Next year we could use Survey Monkey because that does not track emails and can be anonymous
- SLT members review the various survey data
- One question in particular had members concerned on student survey grades 3-4: “I have been called names, teased or made fun of more than once in my school.” This question possibly does not reflect school culture as a whole. The question may be too broad as some of the name calling can be considered age appropriate behavior.
- Bill states that survey does not accurately reflect the story of Q300.

CEP

- An SLT member mentions the new CEP format created, highlights specific grade areas and goals that are the most meaningful.
- June 28 is the deadline for the CEP draft.
- Data should be reviewed to create goals for the CEP. What will differentiation look like in school for next year? For example, spelling words, should students have the same spelling words?
- If we look at CEP just to get it done then we are doing a disservice. We need to look at data to create meaningful actions to move the school forward. Something to ground the goals for the CEP.
- School culture survey does not get to the core of the school. Admin mentions it's more feelings based. The culture survey does not address instruction. Students are excited about the Project Based Learning and how do we move towards that.
- SLT member asks where do we focus our energy to start? Based on where we want to go. If we want to push the students academically then we work from there.
- Admin states that inquiry is a high leverage area which encompasses social emotional learning. For each category we need some metrics to pull data to make the goal and work backwards. What does it look like K-8?
- CEP is a living and breathing document that can be amended. We need to start with data.
- Could use MOSL data for the rigorous instruction component
- Themes are rigorous instruction, supportive environment, strong community ties, effective leadership,



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State Tests come out usually in the summer or fall.

Meeting Adjourned at 7:45 pm