



### **Public Comment Analysis**

Date: June 18, 2013

Topic: The Proposed Opening and Co-Location of a New Citywide Gifted and Talented School (30Q300) with Existing School P.S. 17 Henry David Thoreau in Building Q017 Beginning in the 2014-2015 School Year, and the Proposed Re-Siting, Split-Siting, and Co-Location of Grades Five Through Eight of 30Q300 with I.S. 126 Albert Shanker School for Visual and Performing Arts in Building Q126 Beginning in the 2015-2016 School Year

Date of Panel Vote: June 19, 2013

### **Summary of Proposal**

The New York City Department of Education (“DOE”) is proposing to open a new Citywide Gifted and Talented School (“30Q300”) in building Q017, located at 28-37 29 Street, Queens, NY 11102 in Community School District 30 (“District 30”), beginning in the 2014-2015 school year. It will be co-located in building Q017 with P.S. 17 Henry David Thoreau (30Q017, “P.S. 17”).<sup>1</sup> If this proposal is approved, 30Q300 will serve students in kindergarten, first, and sixth grades in the 2014-2015 school year. Beginning in the 2015-2016 school year, grade six of 30Q300 will be re-sited and co-located with Albert Shanker School for Visual and Performing Arts (30Q126, “I.S. 126”) and an Alternate Learning Center (88Q997, “ALC”) in building Q126, located at 31-51 21 Street, Queens, NY 11106, also in District 30.<sup>2</sup> In the 2015-2016 school year, 30Q300 will serve students in kindergarten, first, and second grade in building Q017, and students in sixth and seventh grade in building Q126. By the 2018-2019 school year, when 30Q300 is at full scale, 30Q300’s students in kindergarten through fourth grade will be co-located in building Q017, and 30Q300’s students in grades five through eight will be co-located in building Q126. Building Q017 is located approximately 0.6 miles from building Q126.

P.S. 17 is a zoned elementary school serving students in kindergarten through fifth grade

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<sup>1</sup> A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias.

<sup>2</sup> A “re-siting” means students will attend classes in a different building than the one students have attended in previous years.

and a pre-kindergarten program in building Q017.<sup>3</sup>

I.S. 126 is a zoned middle school serving students in sixth through eighth grades. I.S. 126 also enrolls students through the Visual & Performing Arts Magnet School, which admits students through the limited unscreened admissions method. Limited unscreened schools give admissions priority to students who demonstrate interest in the school by attending an information session, attending an open house event, or visiting the school's exhibit at any one of the Middle School Fairs. Beginning in the 2013-2014 school year, I.S. 126 will also enroll students through its new program that admits students based on their scores on the New York State (“NYS”) Examinations in English Language Arts (“ELA”) and Mathematics.

Building Q126 also houses an ALC, which provides an educational setting for students on a Superintendent Suspension for up to 90 days and currently serves 33 students in sixth through eighth grade.<sup>4</sup>

In addition, building Q126 houses the Jacob A. Riis Afterschool Program.

Citywide Gifted and Talented (“G&T”) programs serve eligible students from all five boroughs. Students who score at or above the 97<sup>th</sup> percentile on the New York City public school G&T program assessment are eligible to apply for Citywide programs. P.S. 85 Judge Charles Vallone (30Q085, “P.S. 85”) is a zoned elementary school serving students in kindergarten through fifth grade, located at 23-70 31 Street, Queens, NY 11105 in District 30. P.S. 85 also currently serves Citywide G&T students in kindergarten through fourth grade through its Citywide G&T program, which is phasing in to serve Citywide G&T students in kindergarten through fifth grade in the 2013-2014 school year. However, other schools Citywide that offer a Citywide G&T program typically serve students in kindergarten through eighth grade. The DOE is proposing to open 30Q300 based on community feedback that the Citywide G&T program in Queens should also serve students in kindergarten through eighth grade. Under this proposal, 30Q300 will be a new Citywide G&T school serving students in grades kindergarten through eighth.<sup>5</sup>

30Q300 will be open to elementary students through the G&T centralized testing and admissions process. Students currently attending the Citywide G&T program at P.S. 85 may articulate to the new school for sixth grade. Any remaining available sixth-grade seats will be filled based on students’ scores on the NYS Examinations in ELA and Mathematics.

If this proposal is approved, beginning in the 2014-2015 school year, P.S. 85 will no

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<sup>3</sup> A student’s zoned school is determined by his or her home address. For more information about school zoning and admissions processes for zoned elementary schools, please visit the DOE website’s School Search function at <http://schools.nyc.gov/schoolsearch>.

<sup>4</sup> Information about ALCs can be found on the DOE Web site: <http://schools.nyc.gov/Offices/ALC/default.htm>.

<sup>5</sup> New York City Department of Education G&T programs provide challenging instruction to children with exceptional academic capacity. In G&T programs, students are grouped together in a class with similar students and receive appropriate instruction in all content areas. The DOE’s recommendation is for teachers assigned to G&T programs to differentiate instruction, provide appropriate enrichment opportunities, compact the curriculum, and/or accelerate the content.

longer admit new kindergarten students to its Citywide G&T program. All current and future students in P.S. 85's Citywide G&T program will be able to remain enrolled in the school through fifth grade. However, that school's Citywide G&T program will begin to phase out in the 2014-2015 school year, and the phase-out will be complete following the 2018-2019 school year.

If this proposal is approved, in 2014-2015, 30Q300 will serve students in kindergarten, first, and sixth grade in building Q017. In the 2015-2016 school year, 30Q300's sixth grade will be re-sited to Q126, and 30Q300 will serve students in kindergarten, first, and second grade in building Q017, and students in sixth and seventh grade in building Q126. In 2016-2017, 30Q300 will serve students in kindergarten through third grade in building Q017, and students in sixth through eighth grade in building Q126. In 2017-2018, 30Q300 will serve students in kindergarten through fourth grade in building Q017, and students in sixth through eighth grade in building Q126. In the 2018-2019 school year and beyond, when 30Q300 is at full scale, 30Q300 will serve students in kindergarten through fourth grade in building Q017, and students in fifth through eighth grade in building Q126. At scale, 30Q300's fourth-grade students in Q017 will articulate to fifth grade at Q126.

Building Q017 has the capacity to serve 776 students. During the 2012-2013 school year, the building serves a total of 541 students, yielding a building utilization rate of 70%. This means that the building is "underutilized" and has space to accommodate additional students. If this proposal is approved, there will be sufficient space to accommodate P.S. 17 and 30Q300's students in kindergarten through fourth grade. In the 2018-2019 school year, when 30Q300 is at full scale, P.S. 17 and 30Q300 will serve a total of 753-863 students in building Q017, yielding a building utilization rate of 97%-111%. Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or over-crowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation.

Building Q126 has the capacity to serve 1,058 students. During the 2012-2013 school year, the building serves a total of 522 students, yielding a building utilization rate of 49%. This means that the building is "underutilized" and has space to accommodate additional students. If this proposal is approved, there will be sufficient space to accommodate I.S. 126, the ALC, and 30Q300's students in fifth through eighth grade. In 2018-2019 when 30Q300 is at full scale, I.S. 126, the ALC, and 30Q300 will serve a total of 820-910 students in building Q126, yielding a building utilization rate of 78%-86%.

In addition to this proposal for the co-location of grades five through eight of 30Q300 at Q126, in an effort to utilize space as efficiently as possible and equalize enrollment across District 30, the DOE expects to submit a re-zoning proposal to the Community Education Council ("CEC") for District 30 that may impact the I.S. 126 zone beginning in the 2014-2015 school year. The proposal to re-zone must be approved by the District 30 CEC before it can take effect. Under this re-zoning proposal, I.S. 126 may serve additional students, which may increase the building utilization rate. At this time the re-

zoning proposal is not finalized and so the number of additional students that may be served at I.S. 126 as a result of the rezoning is not yet known. However, should this co-location proposal be approved, the co-location of 30Q300 will be accounted for in the rezoning plan and the DOE expects that there will be sufficient space to accommodate the co-location of grades five through eight of 30Q300 and additional students that may be served at I.S. 126 as a result of the rezoning.

The details of this proposal have been released in an Educational Impact Statement “EIS,” which can be accessed here:

<http://schools.nyc.gov/AboutUs/Leadership/PEP/publicnotice/2012-2013/June2013Proposals.htm>.

Copies of the EIS are also available in the main offices of P.S. 17 and I.S. 126.

### **Summary of Comments Received**

Joint public hearings regarding the proposal were held at I.S. 126 on June 5, 2013 and at P.S. 17 on June 11, 2013. At the hearings, interested parties had an opportunity to provide input on the proposal. Approximately 49 members of the public attended the hearing at I.S. 126 and 24 people spoke. Present at that meeting were District 30 Community Superintendent Dr. Philip Composto; District 30 Community Education Council (“CEC 30”) Co-President Jeffrey Guyton, and CEC 30 representatives Michelle Norris, Jennifer Harper, Maritza Herrera, and Ernest Brooks; Alexander Angueira, Principal of I.S. 126; Georgia Butler, Thomas Grossman, Rafeek Khan, Phillip Barone, Saba Ashraf, Benjamin Zibit, Valerie Sutton, and Maria Bueno, representing the I.S. 126 School Leadership Team; Chris Kaznowski, representing Assemblyman Andrew Hevesi; Jim McFadden, representing Assembly Member Aravella Simotas; and Jillian Roland and Savita Iyengar from the Office of Portfolio Management. Approximately 62 members of the public attended the hearing at P.S. 17 and 40 people spoke. Present at that meeting were District 30 Community Superintendent Dr. Philip Composto; CEC 30 Co-Presidents Jeffrey Guyton and Isaac Carmignani, and CEC 30 representatives Helena Akhtar, Michelle Norris, and Valarie Lamour; Rebecca Heyward, Principal of P.S. 17; Brenda Carrasco and Erin Laird representing the P.S. 17 School Leadership Team; and Elaine Gorman, Jillian Roland, and Savita Iyengar from the Office of Portfolio Management.

The following comments and remarks were made at the joint public hearings on June 5, 2013 and June 11, 2013 on the proposal:

1. CEC 30 representative Michelle Norris expressed her support for the proposal:
  - a. She stated that, while many parents do not consider the phase in plan for 30Q300 to be ideal, she is proud of the goal that the proposal achieves, which is to guarantee no-test middle school seats for all children in the P.S. 85 Citywide G&T program (“STEM”), and the further goal of establishing a Citywide G&T school in Queens that serves students in grades kindergarten through eight.

- b. She stated that many people throughout the STEM community have been discussing the proposal and many think the transition can happen faster, while others think the current proposal is the best plan. Specifically, she received feedback from 35 families, representing 41 students. Of those families, 23 objected to the proposal in its current form due to concerns about fourth-grade moving on its own without critical mass, and concerns about being the last STEM class at P.S. 85; of those who supported the proposal in its current form, some parents expressed that this allows 30Q300 time to develop, and that they want their children to remain at P.S. 85.
  - c. She stated that many families support the choice for current students attending P.S. 85's Citywide G&T program to enroll at 30Q300, but this is in direct conflict with DOE policy. She asked if there is a way the DOE policy is not relevant because a program is phasing out as a school opens? Additionally, she expressed that some parents are concerned that if current STEM families can choose to enroll in 30Q300, this creates the premise that there is a benefit to being enrolled in 30Q300 over P.S. 85, which will undermine the P.S. 85 community, and will be inequitable to incoming citywide G&T students who will backfill P.S. 85's citywide G&T seats.
  - d. She requested that the STEM community meet with the Office of New Schools in the summer to discuss curriculum.
2. CEC 30 Co-President Jeffrey Guyton expressed specific concerns related to the proposal:
- a. He stated that P.S. 85 should be backfilled with a districtwide G&T program given the need for districtwide G&T seats and the concern that early grades are left isolated as the STEM program phases out of P.S. 85.
  - b. He stated that siblings of students enrolled in the STEM program at P.S. 85 should be given priority admissions to 30Q300.
  - c. He stated that two-thirds of the STEM community favors a choice to transition into the new school at the elementary level or remain at P.S. 85; and one-third of the community agrees with the proposal in its current form. He shared that he favors parental choice at every step of a child's education.
  - d. He stated that strong parental buy-in will set up a school or program for success, so given the community resistance to the transition from P.S. 85's citywide G&T program to the new school 30Q300, the transition should be looked at seriously.
  - e. He stated that the DOE should meet with parents advocating for a modified transition plan.
3. CEC 30 Co-President Isaac Carmignani expressed his support for the opening of a new citywide G&T school in District 30.
4. CEC 30 representative Valarie Lamour expressed her support for the proposal:
- a. She expressed her support for the co-location of 30Q300 with P.S. 17 in Q017.
  - b. She expressed her support for the opening of a new citywide G&T program in District 30, particularly in Astoria.

5. CEC 30 representative Helena Akhtar expressed her support for the co-location of 30Q300 with P.S. 17 in Q017.
6. Representatives from the I.S. 126 School Leadership Team (“SLT”) expressed their support for this proposal and urged everyone to focus on sharing resources. Benjamin Zibit representing the I.S. 126 SLT added that the P.S. 85 citywide G&T community should communicate with principals as much as they can to allay their fears about the situation.
7. P.S. 17 SLT representative Erin Laird expressed concerns about the proposal:
  - a. She stated that P.S. 17’s enrollment was declining over the past eight years, but now it is increasing particularly because of the new dual-language program and arts focus of the school. She asked about the protocol for negotiating space if enrollment increases.
  - b. She expressed concern about the impact of co-location on classroom size for students with disabilities.
  - c. She expressed concern about the possible loss of resource rooms such as speech rooms or sensory rooms for students with disabilities.
  - d. She asked how the schools will collaborate around shared spaces, and she expressed concerns about holding seven lunch periods.
  - e. She expressed concerns about losing the art and music space when those programs are being built.
  - f. She expressed concerns about the safety of ingress and egress on 30<sup>th</sup> Ave. and 29<sup>th</sup> Street with more students in the building.
8. P.S. 17 SLT representative Brenda Carrasco expressed concerns about the proposal:
  - a. She asked about the impact of the co-location on self-contained classes.
  - b. She expressed concerns about traffic on 30<sup>th</sup> Avenue and the safety of ingress and egress with more students sharing the building.
  - c. She asked about the number of school safety staff in the building and what the safety plan will be for P.S. 17.
  - d. She expressed concerns about the impact of a co-location on P.S. 17’s ability to grow.
  - e. She expressed concerns about translation of the proposal when half of the P.S. 17 community speaks Spanish and did not have input in the proposal.
9. Multiple commenters expressed concerns about the timeline for the proposal and requested additional community meetings.
10. Multiple commenters expressed opposition to the plan for 30Q300’s sixth grade to open in Q017 and be re-sited to Q126 the following year:
  - a. Multiple commenters stated that this is not equitable for their current fourth-grade student who would have to transition twice.
  - b. Multiple commenters stated that they would rather their current fourth-grade student enroll in an existing program for sixth-grade.
  - c. Multiple commenters stated that their fourth-grade student currently enrolled in P.S. 85’s citywide G&T program should have access to P.S. 122’s Academy. Multiple commenters suggested that their students should articulate to P.S. 122 for sixth-grade without having to test.

11. Multiple commenters expressed support for the opening of a new Citywide G&T school with its own administration.
12. Multiple commenters expressed opposition to 30Q300 serving students in two buildings:
  - a. Multiple commenters stated that split-siting between Q017 and Q126 is no different than the current system where students go to a different elementary and middle school.
  - b. A commenter asked that the citywide G&T program at P.S. 85 be moved to the new middle school building in Jackson Heights so it can operate as a K-8 school in one building.
13. Multiple commenters expressed concern about the phase-in plan for the new school:
  - a. Multiple commenters expressed concern P.S. 85's citywide G&T program will phase out. They added that it is unfair for their current kindergarten students to wait until middle school to access 30Q300.
  - b. Multiple commenters expressed discontent that they advocated for their own citywide G&T administration and now they won't get it until sixth-grade.
  - c. Multiple commenters alluded to the downsides of prolonged phase-outs.
  - d. Multiple commenters expressed support for a fast transition plan that would allow 30Q300 to open with K-2 and 6, K-3 and 6, or K-1 and 6 but phase in with grades 2 and 3 in year two.
  - e. Multiple commenters shared that a K-3 model is a model throughout the country and is another reason 30Q300 should open with K-3 and 6.
  - f. Multiple commenters requested that current kindergarten and first-grade students enrolled in P.S. 85's citywide G&T program be able to enroll in 30Q300 for second- and third-grade in September 2014.
  - g. Multiple commenters shared that 24 out of 25 kindergarten families are eager to move to 30Q300 for second grade, and that current parents of young students in P.S. 85's citywide G&T program will bring dedication and resources to 30Q300.
  - h. Multiple commenters expressed that fundraising efforts would be hampered if current citywide G&T parents are not able to access 30Q300 until middle school.
  - i. Multiple commenters expressed that it is hard for them to commute from other boroughs to two different locations.
14. Multiple commenters cited the opening of the Anderson school and the transition from a K-8 program directly to a K-8 school.
15. Multiple commenters expressed support for the proposal and asked that the phase-in of the new school remain as is.
16. Multiple commenters expressed concern that they do not yet know information about 30Q300.
  - a. Multiple commenters asked about the administration, curriculum, and programmatic offerings at 30Q300

- b. Multiple commenters expressed concern about the timeline for knowing details about the new school given that the Middle School Admissions Process occurs in the fall.
  - c. Multiple commenters asked that P.S. 85 and 30Q300 share a curriculum.
- 17. Multiple commenters expressed concern that the current kindergarteners at P.S. 85's citywide G&T program would overlap with the first-grade class of 30Q300 in 2014 and would create one larger bubble class at the middle school level, which is difficult for programming and staffing.
- 18. Multiple commenters expressed concerns about P.S. 85's citywide G&T program and curriculum:
  - a. Multiple commenters specified that P.S. 85 needs a citywide G&T-focused administration to allow for proper implementation of an advanced curriculum.
  - b. Multiple commenters expressed concern that teachers at P.S. 85 would leave before the program is phased out.
- 19. Multiple commenters stated that students are getting a great education at P.S. 85.
- 20. Multiple commenters asked whether 30Q300 and P.S. 85 can share funds.
- 21. Multiple commenters asked that P.S. 85 open a districtwide G&T program in 2014.
- 22. Multiple commenters asked for a meeting over the summer with the Office of New Schools.
- 23. Multiple commenters expressed concern that P.S. 17 will be overcrowded as a result of this proposal and asked about the impact of a co-location on space in Q017 particularly on special services for children and on shared spaces.
  - a. A commenter expressed concern about overcrowding in P.S. 17's lunchroom as a result of this co-location.
- 24. Multiple commenters expressed concern about the impact of this proposal on the dual language program at P.S. 17.
- 25. Multiple commenters expressed concern about the impact of this proposal on the arts program at P.S. 17.
- 26. Multiple commenters asked that P.S. 17 be given a chance to grow under its new leader and expressed concern that the co-location would negatively impact this growth.
- 27. Multiple commenters expressed concern about the social impact of bringing gifted and talented students into a zoned public school.
- 28. Multiple commenters expressed support for the co-location stating that a co-location is an opportunity for schools to share resources and for students to interact with different students.

### **Summary of Issues Raised in Written and/or Oral Comments Submitted to the DOE**

- 29. The DOE received a proposal for modifications to the EIS ("Request for Modifications") signed by 73 parents representing approximately 38 families that proposes alternate phase-in plans for the new school. The DOE received multiple written comments supporting the Request for Modifications:

- a. The Request for Modifications expresses concern that 30Q300 and P.S. 85 are separate schools, and that students enrolled in P.S. 85's Citywide G&T program whose families advocated for the opening of 30Q300 cannot access 30Q300 until sixth grade.
- b. The Request for Modifications expresses concern that P.S. 85's Citywide G&T program does not have a separate G&T administration.
- c. The Request for Modifications expresses concern that students enrolled in P.S. 85's Citywide G&T program will be enrolled in a phase-out program.
- d. The Request for Modifications suggests that 30Q300 and P.S. 85 share staff, resources, and academic plans, and that the two schools collaborate to align their curricula.
- e. The Request for Modifications expresses concerns that parents of students enrolled in P.S. 85's Citywide G&T program cannot participate in the formation and growth of 30Q300.
- f. The Request for Modifications asks that siblings of students attending P.S. 85's Citywide G&T program who are eligible to apply to 30Q300 be given priority to the new school.
- g. The Request for Modifications offers three alternatives to the phase-in of 30Q300 so that the new school will start with more elementary grades than the proposed opening with kindergarten and first grade. In each alternative, parents ask that students enrolled in P.S. 85's Citywide G&T program have the option to attend 30Q300 before they reach sixth grade:
  - i. In "Plan A", 30Q300 will open with kindergarten through third grade, and sixth grade in 2014-2015, and will give priority admission for students attending P.S. 85's Citywide G&T program.
  - ii. In "Plan B", 30Q300 will open with kindergarten through second grade, and sixth grade in 2014-2015. Kindergarten and first-grade students in P.S. 85's Citywide G&T program in the 2013-2014 school year will attend 30Q300 for first and second grade in 2014-2015, and fourth-grade students in P.S. 85's Citywide G&T program in the 2015-2016 school year will attend 30Q300 for fifth-grade in the 2016-2017 school year.
  - iii. In "Plan C" 30Q300 will open with kindergarten, first, and sixth grade, as is the case in the EIS. The school will grow to serve second and third grade in the 2015-2016 school year, and first and second grade students enrolled in P.S. 85's Citywide G&T program in 2014-2015 would articulate to second and third grade in 30Q300. Fourth-grade students in P.S. 85's Citywide G&T program in the 2015-2016 school year will attend 30Q300 for fifth-grade in the 2016-2017 school year.
- h. Multiple commenters shared that 24 out of 25 Kindergarten families want to attend 30Q300 in 2014, that 76% of first-grade families support the Request for Modifications, and that 100% of fourth-grade families support the Request for Modifications, which totals more than two-thirds of families attending P.S. 85's Citywide G&T program.
  - i. A commenter stated that families of students in second and third grades are either neutral or support the proposal because they are unaffected by the proposal and it is convenient for them to continue at P.S. 85 until fifth grade.
- j. Multiple commenters expressed concern that G&T certified teachers will leave P.S. 85 as the program phases out.

- k. Multiple commenters stated that the kindergarten class at P.S. 85's Citywide G&T program unanimously supports the Request for Modifications, and that as of June 17, 2013, there are over 106 STEM parents representing 66 out of 122 STEM children, and 55 out of 100 STEM families across kindergarten, first, second, and fourth grades who seek revisions to the proposal.
30. The DOE received a letter signed by 45 fourth-grade parents representing approximately 25 families on behalf of concerned parents at STEM Academy at P.S. 85 expressing support for the Request for Modifications:
  - a. The letter expresses concern that the transition plan in the EIS does not provide equity between students enrolled in P.S. 85's Citywide G&T program and other Citywide G&T schools.
  - b. The letter supports giving priority admission for students enrolled in P.S. 85's Citywide G&T program to 30Q300.
  - c. A commenter added that, as of June 11, 2013, there are over 104 parents of students enrolled in the Citywide G&T program at P.S. 85 representing students across kindergarten, first, second, and fourth grades and representing 65 out of 122 of the students or 55 of 100 families enrolled in P.S. 85's Citywide G&T program who support the Request for Modifications.
31. The DOE received a letter signed by 46 fourth-grade parents representing approximately 26 families expressing opposition to the re-siting of 30Q300's sixth-grade in the 2015-2016 school year. The DOE received multiple written comments from fourth-grade parents expressing the following concerns:
  - a. The letter expresses concern that 30Q300 is a separate school from P.S. 85's Citywide G&T program.
  - b. The letter expresses concern that 30Q300 will open with kindergarten, first, and sixth grade in 2014-2015, and that the school's sixth grade will be re-sited to Q126 in the 2015-2016 school year.
  - c. The letter expresses concern about the middle school application deadline is in December of 2013 and details about the new leader or curriculum of 30Q300 are not yet available.
  - d. The letter requests that fourth-grade students attending P.S. 85's Citywide G&T program articulate to P.S. 122 for sixth-grade.
  - e. The letter asks that the DOE consult the P.S. 85 Citywide G&T parent community as it plans for 30Q300.
  - f. A commenter stated that the P.S. 17 environment is not suitable for sixth-grade students.
32. The DOE received multiple written comments expressing concern about aspects of the proposal:
  - a. Multiple commenters stated that they are not happy with the G&T programming at P.S. 85, and expressed concern that the administration is not solely focused on G&T programming.
  - b. A commenter expressed concerns about the safety of co-locating grades five through eight of 30Q300 in Q126 with I.S. 126 and the ALC.
  - c. Multiple commenters expressed concerns about the inability to fundraise directly for the Citywide G&T community at P.S. 85.

- d. A commenter expressed concern about the performance of I.S. 126 and the social and academic impact of the co-location on students enrolled in 30Q300.
33. The DOE received multiple written comments expressing support for the proposal.
34. The DOE received multiple written comments expressing support for the phase-in plan for 30Q300.
  - a. Multiple commenters stated that the proposal honors the right of students enrolled in P.S. 85's Citywide G&T program to remain enrolled at P.S. 85, and ensures that 30Q300 can plan properly as it grows.
  - b. A commenter noted that families applying for kindergarten spots at P.S. 85's citywide G&T program for the fall of 2013 expect to stay at P.S. 85 through fifth grade and not 30Q300.
  - c. A commenter noted that parents in the P.S. 85 Citywide G&T community have differing opinions around the EIS, and that many parents did not sign the Request for Modifications document.
  - d. A commenter stated that the gradual phase-in plan for 30Q300 is best for P.S. 17 and I.S. 126, and for P.S. 85.
  - e. A commenter cited the phase in of Anderson and Brooklyn School of Inquiry ("BSI"), stating that Anderson was open for 18 years before it became a G&T school, and BSI phased in with kindergarten and first grade in year one.
  - f. A commenter summarized a survey of P.S. 85 Citywide G&T parents from February, 2013 that supports opening a kindergarten through eighth grade school in District 30 in time for fourth-grade students in P.S. 85's Citywide G&T program in the 2012-2013 school year to have Citywide G&T middle school seats, which is achieved by this proposal.
35. The DOE received multiple written comments asking that P.S. 85 offer a districtwide G&T program beginning in the Fall of 2014.
36. The DOE received multiple written comments asking that the DOE include the P.S. 85 Citywide G&T community in the formation of 30Q300.
37. The DOE received multiple written comments asking that the DOE meet with the parents of students enrolled in P.S. 85's Citywide G&T program to discuss the Request for Modifications.
38. The DOE received multiple written comments that cited examples of how the parents of students enrolled in P.S. 85's Citywide G&T program have committed time to improve aspects of P.S. 85 such as the Web site or raising money for a language program. These commenters emphasized the importance of parent involvement in a child's education.
39. The DOE received multiple written comments asking that eligible siblings of students enrolled in P.S. 85's Citywide G&T program have priority to 30Q300.
40. The DOE received multiple written comments asking that the DOE support the collaboration between P.S. 85 and 30Q300.
41. The DOE received a written comment asking that 30Q300 oversee students at P.S. 85's Citywide G&T program.

42. The DOE received a written comment stating that the proposal does not include the fact that students currently enrolled in P.S. 166 districtwide G&T program can articulate to the new program at I.S. 126.
43. The DOE received a written comment stating that the joint public hearing held on June 5, 2013 conflicts with P.S. 85's international night and asking if it is possible to change the date.
44. The DOE received a written comment asking that speaker sign-in for the joint public hearing at P.S. 17 on June 11, 2013 be extended due to a subway incident and road closures.
45. The DOE received written comments asking questions about the proposal:
  - a. A commenter asked which administration would oversee P.S. 85's citywide G&T program beginning in 2014.
  - b. A commenter asked which Parent Association would be responsible for the development of a student enrolled in P.S. 85's Citywide G&T program beginning in 2014.
  - c. A commenter asked which Parent Association a donor to the P.S. 85 citywide G&T program would work with, and added that money donated to or raised by the Parent Association at P.S. 85 goes to the school's prioritized programs and not necessarily G&T initiatives.
  - d. A commenter asked why there will be one first-grade class at 30Q300 and one first-grade class at P.S. 85 in 2014 when both will articulate to 30Q300.
  - e. Multiple commenters asked about the administration, curriculum, and programmatic offerings of 30Q300.
  - f. A commenter asked if 30Q300 will serve Citywide G&T students or both Citywide and districtwide G&T students?
  - g. A commenter asked whether teachers for new Citywide G&T school would be experienced.
46. The DOE received a written comment suggesting that 30Q300 serve sixth-grade students in Q126 and kindergarten through third-grade students in Q017 in the 2014-2015 school year.
47. The DOE received multiple written comments stating that a G&T certified teacher is leaving P.S. 85 to teach at the Brooklyn School of Inquiry in 2013-2014, and that teachers at P.S. 85 will start to leave as a result of this proposal.
48. The DOE received a letter from the Parents' Alliance for Citywide Education (PACE) expressing support for the proposed new school and requesting changes to the proposal:
  - a. PACE requested that 30Q300 serve students in kindergarten, first, second, and sixth grade in the 2014-2015 school year in order to provide new Citywide G&T seats and in order to help the new school grow at a faster pace.
  - b. PACE requested that the DOE continue to involve the parent community of Citywide G&T schools including parents of students enrolled in P.S. 85's Citywide G&T program as the DOE builds 30Q300.

49. The DOE received a letter from Council Member Dromm encouraging the DOE to consider and evaluate the Request for Modifications document submitted by parents of students in P.S. 85's Citywide G&T program.
50. The DOE received multiple written comments stating that the DOE has been responsive to the community and that the DOE sited 30Q300 closer to public transportation based on community feedback.

### **Analysis of Issues Raised, Significant Alternatives Proposed and Changes Made to the Proposal**

- Comments 1(a), 3, 4(a, b), 5, 6, 11, 15, 28, and 33 express support for the proposal and do not require a response.
- Comments 1(b,c), 2(c-d), 13(a-i), 14, 29(a-c, g-i, k), 30(a-c), 34(a-f), 46, 48(a), and 49 concern the phase-in plan for the new school and cite the Proposal for Modifications to the Educational Impact Statement for 30Q300.

On June 4, 2013, and again on June 17, 2013, 73 parents representing approximately 38 families submitted a Proposal for Modifications to the EIS ("Request for Modifications"). The Request for Modifications offers three alternatives to the phase in of 30Q300 so that the new school will start with more elementary grades than proposed. In the Request for Modifications, parents ask that students enrolled in P.S. 85's Citywide G&T program have the option to attend 30Q300 before they reach sixth grade.

In the "Plan A" offered by the Request for Modifications, 30Q300 would open with kindergarten through third grade, and sixth grade in 2014-2015, and would give priority admission for students attending P.S. 85's Citywide G&T program. This plan would give students enrolled in P.S. 85's Citywide G&T program the opportunity to enroll in P.S. 85 for first, second, or third grade.

As mentioned in the Frequently Asked Questions document (available at: <http://schools.nyc.gov/community/planning/changes/queens/feedback?id=425>), 30Q300 will serve students in kindergarten, first, and sixth grade beginning in the 2014-2015 school year, and will grow by one elementary and one middle school grade per year over a span of five years. The gradual nature of this phase-in helps ensure that a new school can develop its culture while building the capacity of its teaching staff over time. Moreover, typically the DOE does not open additional G&T sections in second and third grade citywide. Finally, regarding the part of this plan that allows students enrolled in P.S. 85's Citywide G&T program the ability to transfer to 30Q300 if they choose, students attending Citywide G&T programs (or any program Citywide) are not eligible to test for an alternative placement. Families of current G&T students seeking to transfer should file a Placement Exception Request (described further in the latest G&T Program Handbook: [http://schools.nyc.gov/NR/rdonlyres/079CDC33-42A6-4D3F-A668-66317F7D1CAD/0/201213GTHandbookYOB2008\\_021513.pdf](http://schools.nyc.gov/NR/rdonlyres/079CDC33-42A6-4D3F-A668-66317F7D1CAD/0/201213GTHandbookYOB2008_021513.pdf)). The proposal to

open 30Q300 with kindergarten, first, and sixth grade in the 2014-2015 school year ensures that 30Q300 and P.S. 85 have predictable and consistent enrollment and thus can plan most effectively for the upcoming school years (e.g. budget, staffing, space).

In the “Plan B” offered by the Request for Modifications, 30Q300 would open with kindergarten through second grade, and sixth grade in 2014-2015. Kindergarten and first-grade students in P.S. 85’s Citywide G&T program in the 2013-2014 school year would attend 30Q300 for first and second grade in 2014-2015, and fourth-grade students in P.S. 85’s Citywide G&T program in the 2015-2016 school year would attend 30Q300 for fifth-grade in the 2016-2017 school year.

In the “Plan C” offered by the Request for Modifications, 30Q300 would open with kindergarten, first, and sixth grade, as is the case in the EIS. The school will grow to serve second and third grade in the 2015-2016 school year, and first and second grade students enrolled in P.S. 85’s Citywide G&T program in 2014-2015 would articulate to second and third grade in 30Q300. Fourth-grade students in P.S. 85’s Citywide G&T program in the 2015-2016 school year would attend 30Q300 for fifth-grade in the 2016-2017 school year.

In Plans B and C, students attending P.S. 85’s Citywide G&T program would have to articulate to the new school in elementary grades. This is in direct conflict with a student’s right to remain at their school through the terminal grade, as described in Chancellor’s Regulation A-101. Moreover, as mentioned throughout public comment, there are some families who may wish to remain enrolled at P.S. 85 and some future families at P.S. 85 who may wish to remain enrolled in the school. Finally, the gradual nature of the phase out of P.S. 85’s Citywide G&T program as described in the EIS has the least amount of impact on staffing and budget at P.S. 85, and the gradual nature of the phase in of 30Q300 has the least amount of impact on I.S. 126 and P.S. 17.

Although multiple commenters cited the Anderson School, the creation of the Anderson School differed from this proposal in many ways, including the pre-existence of a full-scale K-8 program. The DOE believes the proposed transition represents the best option for the creation of 30Q300.

In regards to concerns about being the remaining class in a phase-out program, as the Citywide G&T program at P.S. 85 phases out, P.S. 85 will continue to serve both its G&T and zoned students. P.S. 85 will continue to offer special programs and extra-curricular programs based on student interests, available resources, and staff support for those programs, and P.S. 85 will continue to be accountable for student learning. Moreover, all schools receive support and assistance from their superintendent and their [Children First Network](#), a team that delivers operational and instructional support directly to schools. Schools can seek additional support with G&T curriculum and instruction. There are many resources available for G&T schools and their staff. Cluster and network instructional coaches may provide professional development opportunities or impart advice for schools and teachers seeking to modify or enhance their G&T curriculum, programs, and/or instructional approach.

This proposal is not expected to impact the G&T education of students enrolled in the Citywide G&T program at P.S. 85. During the public comment window, multiple families expressed their support for the P.S. 85 administration and the G&T education it provided their children. Students enrolled in P.S. 85's Citywide G&T program would be able to continue at P.S. 85 in the same way as they would if no proposal existed. The administration of P.S. 85 would continue to ensure that students enrolled in its Citywide G&T program are taught by G&T certified teachers and receive an advanced curriculum.

- Comments 17 and 45(d) concern the additional class in 30Q300 for the 2019-2020, 2020-2021, and 2021-2022 school years.

In an effort to provide additional Citywide G&T seats in the 2014-2015 school year and to allow kindergarten students in P.S. 85's Citywide G&T program in the 2013-2014 school year to articulate to first grade in this program at P.S. 85, both P.S. 85 and 30Q300 will serve first-grade students in their Citywide G&T programs in the 2014-2015 school year, and both schools will continue to serve students in this 2014-2015 Citywide G&T first-grade cohort until the classes merge for sixth-grade in the 2019-2020 school year. For the 2019-2020, 2020-2021, and 2021-2022 school years, 30Q300 will serve a larger cohort of students on one grade than it is projected to serve at scale. After the 2021-2022 school year, 30Q300's enrollment will return to scale. The DOE believes that New York City students who qualify for Citywide G&T programs will benefit from the additional first-grade Citywide G&T seats provided in the 2014-2015 school year.

Across the city there are many instances when enrollment at a school will fluctuate, such as when zoned demand for a school increases or decreases. 30Q300's superintendent and Children First Network will continue to deliver operational and instructional support to 30Q300 throughout the period when it serves an additional middle school class.

- Comments 10(a-c), 16(b), and 31(a-d, f) concern the options for current fourth-grade students in P.S. 85's citywide G&T program.

In its first year, 30Q300 will serve 135-165 kindergarten, first- and sixth-grade students. Schools operating between two sites need adequate funding to support staff over both sites, and a new school needs the resources to grow and develop its programming. For both programmatic and budgetary reasons, 30Q300 will open and serve students in one building for its first year only. Sixth-grade students enrolled in 30Q300 in the 2014-2015 school year will be served in Q017 with kindergarten and first-grade of 30Q300, and will transition with their peers as the school grows to serve fifth through eighth grade in Q126.

Regarding the concern about the Q017 environment for sixth-grade students, due to space limitations, it is not unusual for varying grade levels to be co-located in a building together. There are successful examples of K-6 school buildings in New

York City such as Q011, Q152, and Q150 in Community School District 30, which received “A” grades on the 2011-2012 Progress Report. Additionally, Q017 has specialty rooms appropriate for sixth-grade students such as computer labs, a gymnasium, and a science preparation room. Finally, the co-location of 30Q300’s sixth grade in Q017 is temporary, and for the 2015-2016 school year and beyond, 30Q300 will serve grades five through eight in a middle school building Q126.

Regarding concerns about the middle school options for current fourth-grade students in the Citywide G&T program at P.S. 85, in the 2013-2014 school year, current fourth-grade students in P.S. 85’s Citywide G&T program will articulate to fifth grade at P.S. 85’s Citywide G&T program. In the 2014-2015 school year, current fourth-grade students attending the Citywide G&T program at P.S. 85 may articulate to 30Q300 for sixth grade after they complete fifth grade at P.S. 85’s Citywide G&T program.

As mentioned in the EIS and above, under this proposal, in the 2015-2016 school year, 30Q300’s sixth grade will be re-sited to Q126, and 30Q300 will serve students in sixth and seventh grade in building Q126. Former 30Q300 sixth-grade students in building Q017 in 2014-2015 will be served by 30Q300 in Q126 for seventh grade in 2015-2016.

It is anticipated that the proposed re-siting of 30Q300’s sixth grade in 2015-2016 will have no impact on future student enrollment or instructional programming at 30Q300. Students attending 30Q300 in Q017 and Q126 will have their needs met as they would at any existing school serving students in kindergarten through eighth grade. Moreover, students attending 30Q300 for sixth-grade in 2014-2015 in the Q017 building will transition with their peers to seventh grade in building Q126. They will continue to be under the supervision of the 30Q300 administration.

Students and residents of District 30 are offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or city-wide eligibility. Students may also choose to apply to a number of schools that manage their own admission process. Some students do not complete the application and instead are matched to an available seat in the district, which is often their zoned school. More information about the middle school options available to residents of District 30 is available on the DOE Web site at the following link:  
<http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm#queens>.

Regarding comments about the Middle School Application Process, students receive and submit middle school applications in the fall for their placement for the 2014-2015 school year. In districts across the city with proposed new schools, students receive a supplementary application in late Winter/early Spring for any new options for which they are eligible. If this proposal is approved, 30Q300 will be listed in this supplementary application. The new school application is optional. Students who choose to participate may receive a new school placement in addition to their placement from the original application process. Both placements are provided on the

same notification letter in the Spring and families choose which placement they would like for the 2014-2015 school year.

Regarding comments about articulation to P.S. 122 for sixth-grade, beginning in the 2014-2015 school year, P.S. 122 will admit students to available sixth-grade seats based on their scores on the New York State Examinations in English Language Arts and Mathematics. All students and residents of District 30, which includes students graduating from P.S. 85, are eligible to apply to P.S. 122 for sixth grade.

- Comments 1(d), 2(e), 9, 22, 31(e), 36, 37, and 50 concern the timeline for the proposal and request a meeting with the DOE; comment 43 concerns one of the joint public hearing dates.

The DOE informed the P.S. 85 Citywide G&T community of the proposal to open and co-locate 30Q300 in April. The DOE modified the proposal based on community feedback, and then posted the EIS on May 3, 2013 on the Panel for Educational Policy's Web site. The proposal can be found at the following link: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/June2013Proposals.htm>. To address questions regarding the proposal, the DOE issued a Frequently Asked Questions document, which can be found at the following link: <http://schools.nyc.gov/community/planning/changes/queens/feedback?id=425>.

The DOE provided multiple forums such as a dedicated phone line and email address, an online feedback form, and two joint public hearings through which the community could express their concerns about this proposal. The DOE takes community feedback into consideration and addresses all questions and concerns in a Public Comment Analysis that is posted on our Web site prior to the Panel for Educational Policy vote.

The Office of New Schools is open to meeting with community members to hear more about their interests regarding the 30Q300 school model. New school leaders for the 2014-2015 school year will be identified by the end of the fall of 2013 and one or more potential leaders will be introduced to the community in January or February of 2014.

Two joint public hearings regarding this proposal were held in June: One at I.S. 126 on June 5, 2013, and one at P.S. 17 on June 11, 2013. Community members who could not attend the meeting on June 5<sup>th</sup> but wished to speak submitted their speeches for the CEC 30 to read on their behalf, and/or attended the meeting on June 11<sup>th</sup>.

- Comments 16(a) and 45(e-g) concern the administration, curriculum, and programmatic offerings of 30Q300.

As mentioned in the EIS, 30Q300 will be a new Citywide G&T school and will admit students through the G&T centralized testing and admissions process. Students

scoring at or above the 97<sup>th</sup> percentile are eligible to apply for placement in Citywide G&T programs.

In G&T programs, students are grouped together in a class with similar students and receive appropriate instruction in all content areas. Teachers in 30Q300 will need New York State certification to teach G&T, as is the case for all elementary G&T programs Citywide. The DOE's recommendation is for G&T certified teachers assigned to G&T programs to differentiate instruction, provide appropriate enrichment opportunities, compact the curriculum, and/or accelerate the content.

At this time, there are no further details about the administration, curriculum, or programmatic offerings of 30Q300. Specific programming decisions are at the discretion of school administrators. The Office of New Schools is currently vetting applicants in the first of two rounds of the leader recruiting and assessment process for 2014 new schools. Leaders will be identified by the end of the Fall of 2013 and one or more potential leaders will be introduced to the community in January or February of 2014.

Programming decisions of 30Q300 will rest with the school administrators and will be based on student demand as well as staff and budget conditions at the school.

- Comments 2(b), 29(f), and 39 concern sibling policy for 30Q300.

Please refer to the 2012-2013 G&T Program Handbook for information on citywide G&T sibling policy: [http://schools.nyc.gov/NR/rdonlyres/079CDC33-42A6-4D3F-A668-66317F7D1CAD/0/201213GTHandbookYOB2008\\_021513.pdf](http://schools.nyc.gov/NR/rdonlyres/079CDC33-42A6-4D3F-A668-66317F7D1CAD/0/201213GTHandbookYOB2008_021513.pdf).

- Comments 29(e), 45(b), and 48(b) concern the Parent Association of 30Q300 and the ability of parents of students enrolled in P.S. 85's Citywide G&T program to participate in the formation of 30Q300.

30Q300 will have a Parent Association that is distinct from the Parent Association of P.S. 85. Parents of students enrolled in 30Q300 are eligible for membership in the Parent Association of the school. According to Chancellor's Regulation A-660, a parent of a student on a school's register is automatically eligible for membership in the Parent Association ("PA") or Parent-Teacher Association ("PTA"); and a parent of a student who attends a non-citywide school full time while on the register of a citywide program is eligible to be a member of the PA/PTA in the school that his/her child attends. According to Chancellor's Regulation A-655, parents from the school are eligible to be elected by the school's PA/PTA to serve on the School Leadership Team ("SLT"). Please visit the DOE Web site to access Chancellor's Regulation A-660, which sets forth the governance structure of Parent Associations, Parent-Teacher Associations, and Presidents' Councils:

<http://schools.nyc.gov/NR/rdonlyres/EBEFFD82-30D5-4B91-9F9A-6A07B0D0F2D6/0/A660.pdf>. Please visit the DOE Web site to access Chancellor's Regulation A-655, which ensures the formation of SLTs in schools:

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>.

As mentioned above, the Office of New Schools will meet with community members to hear more about their interests regarding the 30Q300 school model. However, once an Interim Acting Principal is identified, parents who do not have children enrolled in 30Q300 at the time of selection for the new principal cannot be part of the C-30 process for selecting the principal of the school. According to Chancellor's Regulation C-30, all parent representatives on the committee selecting a school's principal must be parents, guardians, or persons in parental relation to children currently attending a public school where the vacancy occurs. Please visit the DOE Web site to access Chancellor's Regulation C-30, which governs the selection, assignment, and appointment of principals and assistant principals: <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/88182/C30FINAL.pdf>.

Families interested in sharing their thoughts regarding the principal and assistant principal(s) of 30Q300 may communicate the qualities they are looking for to the Superintendent of District 30.

- Comments 16(c), 20, 29(d), 40, 41, and 45(a) concern the collaboration between 30Q300 and P.S. 85.

The administration of P.S. 85 will oversee students enrolled in the Citywide G&T program at P.S. 85; the administration of 30Q300 will oversee students enrolled in 30Q300. While curriculum and programming of a school is at the discretion of the principal, the DOE encourages collaboration between the P.S. 85 and 30Q300 administration to align G&T curricula and programs, and to ensure a smooth transition from one school to another.

P.S. 85 staff will not have the right to transfer to 30Q300 without applying through the open market hiring period. As per the Collective Bargaining Agreement, staff interested in teaching at 30Q300 may apply for teaching positions at 30Q300 through the open market hiring period, which runs from mid-April through August 8<sup>th</sup>. The principal of 30Q300 can choose to interview and hire applicants.

- Comments 18(a), 19, 32(a), and 38 concern P.S. 85's citywide G&T program; and comments 32(c) and 45(c) concern fundraising at P.S. 85.

As mentioned in the EIS, P.S. 85 is a zoned elementary school serving students in kindergarten through fifth grade. P.S. 85 also currently serves approximately 125 Citywide G&T students in kindergarten through fourth grade through its Citywide G&T program, which is phasing in to serve Citywide G&T students in kindergarten through fifth grade in the 2013-2014 school year. If this proposal is approved, beginning in the 2014-2015 school year, P.S. 85 will no longer admit new kindergarten students to its Citywide G&T program. All current and future students in

P.S. 85's Citywide G&T program will be able to remain enrolled in the school through fifth grade. However, that school's Citywide G&T program will begin to phase out in the 2014-2015 school year, and the phase-out will be complete following the 2018-2019 school year.

As indicated by comment 19, many parents are satisfied with the G&T education at P.S. 85. Moreover, according to the 2011-2012 teacher survey, 100% of teachers surveyed would recommend P.S. 85 to parents and 100% of teachers surveyed think that the school leaders place a high priority on the quality of teaching.

P.S. 85 currently offers many special programs and resources including a technology lab, a science lab, a robotics program, music with multiple instruments, yoga readers, ballroom dance, theater, a Spanish program, and a garden partnership with the Horticultural society. Additionally, technology is integrated into the curricula through smart boards, laptops, smart tables, document cameras, response clickers, and blended learning programs including I-Ready and Pearson SuccessMaker. For more information about P.S. 85, please visit the school's Web site: <http://www.ps85q.org/>. In addition to regular Parent Association meetings, the administration of P.S. 85 hosts regular bi-monthly breakfasts as a forum for round table discussions between parents and the principal of P.S. 85.

Students attending the Citywide G&T program at P.S. 85 maintain the right to return to their zoned school if that school will best meet their needs.

As mentioned above, as the Citywide G&T program at P.S. 85 phases out, P.S. 85 will continue to serve both its G&T and zoned students. P.S. 85 will continue to offer special programs and extra-curricular programs based on student interests, available resources, and staff support for those programs. Moreover, all schools receive support and assistance from their superintendent and their [Children First Network](#), a team that delivers operational and instructional support directly to schools. Schools receive supports as part of system-wide efforts to strengthen all schools; and they also receive individualized supports to address their particular challenges.

Comments regarding fundraising for the G&T program at P.S. 85 do not directly relate to the proposal to open a new Citywide G&T school. If there are specific questions about fundraising for subsets of a school population, the Parent Association should reach out to the Division of Family and Community Engagement.

- Comments 2(a), 21, and 35 concern whether P.S. 85 will continue to offer districtwide G&T programming.

Annually, the DOE reviews the need to open new G&T programs in a district based on the number of eligible students. When new sites are needed, they are identified based on a number of factors including:

- Available space
- Accessibility via public transportation

- Distribution throughout the district
- School performance
- Whether the school has expressed an interest in opening a new program

At this time, based on community feedback, the DOE has prioritized offering a districtwide G&T kindergarten class at P.S. 85 beginning in September 2014. This is contingent, however, both on demand for districtwide G&T seats for 2014 and on available space at P.S. 85. The Q085 building is operating at 98% capacity according to the 2011-2012 Blue Book capacity and 2012-2013 Audited Register as of October 26, 2012, and kindergarten enrollment at P.S. 85 has increased by 25% in the past five years. Students residing in the P.S. 85 zone have priority over non-zoned students to the school.

- Comments 18(b), 29(j), and 47 concern current and potential future turnover of P.S. 85 staff.

Schools throughout New York City experience teacher turnover on a yearly basis for a variety of reasons, as was the case with the specific teacher leaving P.S. 85. If a teacher decides to teach at a different school, as is often the case in schools throughout New York City, the administration of P.S. 85 would continue to ensure that students enrolled in its Citywide G&T program are taught by G&T certified teachers and receive an advanced curriculum. In the specific case of the teacher leaving P.S. 85 in September 2013, the administration of P.S. 85 has already begun the interview and hiring process. .

- Comments 7(a-e), 8(a, d), 23(a), and 26 concern overcrowding and available space in building Q017, including concerns about resource rooms and shared spaces such as the cafeteria.

As stated in the EIS, building Q017 has the capacity to serve 776 students. During the 2012-2013 school year, the building serves a total of 541 students, yielding a building utilization rate of 70%. This means that the building is “underutilized” and has space to accommodate additional students. If this proposal is approved, there will be sufficient space to accommodate P.S. 17 and 30Q300’s students in kindergarten through fourth grade. In the 2018-2019 school year, when 30Q300 is at full scale, P.S. 17 and 30Q300 will serve a total of 753-863 students in building Q017, yielding a building utilization rate of 97%-111%. Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or over-crowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation.

There are currently hundreds of schools in buildings across the City that are co-located. In all cases, allocation of classroom, resource, and administrative space is guided by the Citywide Instructional Footprint (the “Footprint”), which is applied to all schools in the building.

The Footprint is the guide used to allocate space to all schools based on the number of class sections the school programs and the grade levels of the school. The number of class sections at each school is determined by the Principal based on enrollment, budget, and student needs; there is a standard guideline of target class size (i.e., number of students in a class section) for each grade level. At the elementary level, the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size room for each general education or ICT section and a full-size or half-size room to accommodate each self-contained (“SC”) special education section served by the school. The full text of the Instructional Footprint is available at: [http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011\\_FINAL.pdf](http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf).

P.S. 17 currently offers Integrated Co-Teaching (“ICT”) classes, Self-Contained (“SC”) special education classes, and Special Education Teacher Support Services (“SETSS”). It also has an English as a Second Language (“ESL”) program for English Language Learner (“ELL”) students. The existing ICT, SC, and SETSS classes will not be affected by this proposal and students with disabilities will continue to receive mandated services in accordance with their Individualized Education Programs (“IEPs”). Current students who receive ELL services will continue to receive these services. According to the elementary school Footprint, P.S. 17 would be allocated two resource rooms for services such as pull-out services or speech rooms.

As mentioned in the EIS, after each school in Q017 has received its baseline footprint allocation, there will be an excess of 2.5 full size equivalent (“FSE”) rooms remaining in the building. Any excess space above the space allocated by the Footprint will be divided equitably among the schools as decided by the Building Council in conjunction with the DOE Office of Space Planning.

As in other situations where schools are co-located, the schools would need to share large common and specialty rooms in the building, such as the cafeteria, the gymnasium, and the library. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE’s Office of Space Planning. Classrooms are not expected to be shared between different schools, and each school would be able to operate and program at footprint. The Office of Space Planning will also work with P.S. 17 and I.S. 126 to ensure a smooth transition, if necessary, of any rooms currently being used above the schools’ footprint allocations.

If the Principals are unable to agree upon a schedule for shared spaces, there is a mediation process outlined in the Campus Policy Memo, which is available at <http://schools.nyc.gov/community/campusgov>.

- Comments 24 and 25 concern the impact of a co-location on P.S. 17’s dual language and arts programs.

As mentioned in the EIS, this proposal is not expected to impact instructional programming at P.S. 17, and the DOE does not anticipate that this proposal will impact the extra-curricular offerings at P.S. 17. P.S. 17 will continue to offer special programs and initiatives, and extra-curricular programs based on student interests, available resources, and staff support for those programs. However, the co-location may change the way those programs are configured.

Specifically, there will be sufficient space to serve kindergarten through fourth grade of 30Q300 and kindergarten through five, including a pre-kindergarten program of P.S. 17 in Q017 pursuant to the Footprint when 30Q300 is at scale. This calculation includes cluster rooms proportionate to the number of students enrolled at P.S. 17, which can be used at the principal's discretion for purposes such as art and/or music instruction, among other things.

- Comments 7(f), and 8(b,c) concern the safety of the proposed co-location in Q017, particularly during egress and ingress; comment 32(b) concerns the safety of the proposed co-location in Q126.

As mentioned in the EIS, if this proposal is approved, 30Q300 would develop a safety and security plan for Q017 prior to the first day of school in September 2014. 30Q300 would develop a safety and security plan for Q126 prior to the first day of school in September 2015.

The DOE makes available the following supports to schools around safety and security:

- Providing “Best Practice Standards for Creating and Sustaining a Safe and Supportive School,” as a resource guide;
- Reviewing and monitoring school occurrence data and crime data (in conjunction with the Criminal Justice Coordinator and New York City Police Department);
- Providing technical assistance via the Borough Safety Directors when incidents occur;
- Providing professional development and support to Children’s First Network (CFN) Safety Liaisons;
- Providing professional development and kits for Building Response Teams; and
- Monitoring and certifying School Safety Plans annually.

Moreover, I.S. 126 is co-located with an Alternate Learning Center and received an “A” on its most recent progress report, with a “B” grade for environment, and 89% of parents surveyed in the 2011-2012 school survey reporting that their child is safe at school.

- Comment 27 concerns the social impact of the co-location of 30Q300 with P.S. 17.

There are examples throughout New York City of school buildings in which co-located principals have collaborated together to meet the needs of all students served in the building. The Anderson School, a Citywide G&T school in Manhattan, is co-located in M044 with M.S. 245 The Computer School, which received a “B” grade overall and an “A” grade for environment on its 2011-2012 Progress Report and P.S. 452 which is phasing in to serve students in kindergarten through fifth grade. As mentioned during the joint public hearing, the schools in the M044 building collaborated to open a wellness lunch program for all students in the building.

- Comment 32(d) concerns the social and academic impact of the co-location of 30Q300 with I.S. 126.

As mentioned above, there are examples throughout New York City of school buildings in which co-located principals have collaborated to meet the needs of all students served in the building. Moreover, as mentioned above, I.S. 126 received an “A” overall grade in the 2011-2012 school year, which put the school in the 77<sup>th</sup> percentile among schools citywide, and I.S. 126 received a “B” environment grade in the 2011-2012 school year.

- Comment 8(e) concerns translations of the documents regarding the proposal.

Spanish and Arabic translations of the hearing notices and Educational Impact Statement were provided prior to the joint public hearings and at the joint public hearings. Spanish and Arabic translations of the EIS are available on the DOE’s Web site at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/June2013Proposals.htm>. Additionally, both Spanish translators and Arabic translators provided translation services at the joint public hearings.

- Comment 12(a) expresses opposition to the split-siting of 30Q300.

As mentioned in the EIS, the DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children’s needs. To this end, each year, the DOE evaluates public school buildings throughout the City that are underutilized or have extra space to accommodate additional students. The Q017 and Q126 buildings are currently underutilized and will have space to accommodate the opening, split-siting, and co-location of 30Q300. This will allow for the opening of a new Citywide G&T school, which will serve students in kindergarten through eighth grade and will provide additional elementary and middle school seats for New York City students who qualify for the Citywide G&T programs.

There are many schools throughout New York City that are successfully split-sited across two locations. In District 30, VOICE Charter School of New York is phasing in to serve students in kindergarten through eighth grade across two buildings. The school received a “B” on its most recent progress report. Moreover, beginning in September 2013, P.S. 78, which received an “A” on its most recent progress report, will serve its students across two buildings Q868 and Q312, and I.S. 230, which

received a “B” on its most recent progress report, will accommodate its students across Q230 and Q297 beginning in 2014.

Although 30Q300 would serve students across two sites approximately 0.6 miles apart, students enrolled in 30Q300 would be overseen by one administration.

- Comment 12(b) concerns new construction in District 30 as a possible location for 30Q300.

New construction projected for District 30 will be used to provide needed elementary and middle school capacity for students residing in District 30. According to the School Construction Authority’s Five Year Capital Plan, which is available at: <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Pages/CapitalPlan.aspx>, the building Q297, located at 74-03 34<sup>th</sup> avenue in Queens, will open in September 2014 with the capacity to serve approximately 423 students. This building is intended to alleviate middle school overcrowding at nearby I.S. 230 and I.S. 145, which are at 107% and 119% utilization, respectively, according to the 2011-2012 Blue Book capacity and 2012-2013 Audited Register as of October 26, 2012.

- Comment 42 concerns whether admissions policies for students enrolled in P.S. 166 are included in the proposal.

The EIS mentions that P.S. 166 Henry Gradstein (“P.S. 166”), located at 33-09 35<sup>th</sup> Avenue, Queens, NY 11106, in District 30, is a zoned elementary school that currently serves kindergarten through third-grade students in its district G&T program, which is phasing in to serve students in kindergarten through fifth grade at scale. Students currently attending the district G&T program at P.S. 166 will have priority to attend I.S. 126’s new program for sixth grade. This admissions priority for students enrolled in P.S. 166’s G&T program will cease beginning in the 2019-2020 school year. Incoming kindergarten students to this program for the 2013-2014 school year will have the opportunity to enroll in their zoned schools, or apply to middle school options that best meet their needs.

Additionally, on May 16, 2013, the DOE published a Memorandum summarizing changes to District 30 Gifted and Talented policies for the 2013-2014 school year and beyond. In this memorandum, it is stated that students currently enrolled in the G&T program at P.S.166 articulate to the new program at I.S.126 for sixth grade. In order to create equitable access for all students applying to G&T middle school programs, all incoming kindergarten students for the 2013 school year will apply to these programs when they reach sixth grade. Although students in elementary schools will no longer automatically enroll in these middle school programs beginning in 2019, students will have the opportunity to enroll in their zoned schools, or apply to middle school options that best meet their needs. The Summary of Changes to D30 G&T topics is available on the DOE Web site at the following link:

<http://schools.nyc.gov/community/planning/changes/queens/feedback?id=432>.

- Comment 44 concerns transportation delays on June 11<sup>th</sup> and the ability to extend speaker sign up for the joint public hearing at P.S. 17.

During the joint public hearing held at P.S. 17 on June 11<sup>th</sup>, Facilitator Elaine Gorman announced that speaker sign-in was extended due to unforeseen transportation issues. Attendees arriving after 6:30 pm were given the opportunity to sign up to speak.

#### **Changes Made to the Proposal**

No changes have been made to this proposal.