



COMMUNITY DISTRICT EDUCATION COUNCIL 30

28-11 Queens Plaza North, Room 512

Long Island City, NY 11101

Tel: 718-391-8380

Fax: 718-391-8500

Email: cec30@schools.nyc.gov

Website: cec30.org

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Dear Dr. Composto:

The CEC held a Special Meeting Wednesday night to engage the community around the expansion of Gifted & Talented (G&T) programs in District 30 and to provide you with a recommendation regarding the priorities of the community. We heard from many parents and staff members from P.S. 92, P.S. 151, and P.S. 171 who were in favor of bringing new 3rd grade programs to their schools. While our council has some concerns about the new programs, we would like to recommend the creation of G&T programs at P.S. 92, P.S. 151, and P.S. 171 with the qualifications detailed below.

For a long time, the communities at the proposed schools have not had access to Gifted & Talented programs. We must ensure that changes now. The parents and community who spoke in favor of G&T expansion at their schools would not be served if a program was placed within these schools and did not provide these seats for the children currently enrolled there. Furthermore, the expansion of this program should not lead to more educational inequity for these underrepresented communities or continue a tradition of not providing them access to such an opportunity. Therefore, we are providing you with the following recommendations to present to the DOE on behalf of these communities we heard from and are advocating for.

This recommendation is qualified by the following caveats:

1. Priority to these programs will be as follows:

- 100% of seats in these programs are set aside for students already in the host schools, with priority to NYCHA residents, students in temporary housing, students that would qualify for free and reduced lunch, students with IEPs, and English-language learners who are interested in the program.
- Priorities should align with the percentage of students in these categories at each of the schools in 2021–2022 and remain at those levels in order to maintain access to the longstanding communities at those schools even if the socio-economic demographics of the neighborhoods change over time.
- The pool of students eligible to apply to the programs must be significantly expanded from the DOE's original "top 10%" so that a whole class can be filled from the school population, and so that the above priority groups' representation in the program reflects their representation in the school as a whole.
- If all potential participants from these school communities decline a seat in the newly established program and should there be any seats remaining, these should go to the nearest geographic area with priority given to NYCHA residents, students in temporary housing, students that would qualify for free and reduced lunch, students with IEPs, and English-language learners who are interested in the program.

2. Conditions for implementation include:

- Making sure all admissions to these newly established G&T programs will be transparent and available to the public: all students will be admitted using the same published criteria, established in advance, with a paper trail that can be audited or provided to interested stakeholders upon request.
- Providing mechanisms to evaluate the success of these programs. The DOE will provide the CEC and the District an annual evaluation of both the G&T and non-G&T classes in these schools with the new programs which include, but are not limited to:
 - surveys of students, parents, teachers, and administrators;
 - data from NYC School Survey
 - test scores;
 - suspension rates; and
 - demographic enrollment data.
- Implementing public engagement sessions providing the information presented within the aforementioned annual evaluations to allow these communities a platform to ensure the program is adequately serving the needs of its students and give them the opportunity to request further changes, if necessary.
- Ensuring that the expanded programs do not create any in-school inequities between the non-G&T and G&T students. For example, G&T classes at these schools should not receive any additional programming, including field trips, arts programs, foreign language, or other non-core subjects that are not provided to non-G&T students.

We sincerely appreciate you for consulting with the CEC on this matter. We are looking forward to more engagement regarding our recommendations and their implementation. We request that the DOE consult with us and the affected community members directly if our recommendations cannot be incorporated or implemented. We see this expansion as an opportunity to right some historical wrongs. Given that similar priority has been provided for low-income students in G&T programs in other districts, we hope that the DOE will implement these recommendations and provide the opportunities that these communities are rightfully requesting for their children. These parents do not deserve to be dismissed, ignored, or provided false hope for a program that, if implemented incorrectly, could have them remaining on the outside looking for a way in.

Thank you,

Community Education Council 30

cc: NYC Department of Education Chancellor David C. Banks
First Deputy Chancellor Dan Weisberg
Deputy Chancellor Kenita Lloyd
Dr. Cristina Melendez, Executive Director FACE
Juliana Federoff, Parent Leadership Liaison FACE
NYC Councilmember Francisco Moya
NYC Councilmember Julie Won
NYC Councilmember Tiffany Cabán
Queens Borough President Donovan Richards
Daisy Morales, Principal, P.S. 92
Dr. Samantha Maisonet, Principal, P.S. 151
Laura Kavourias, Principal, P.S. 171