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**New York DEPARTMENT OF  
EDUCATION - DIVISION OF  
PORTFOLIO PLANNING**

**Grade Expansion of 29Q251  
from a K-3 to a K-5**

**November 17, 2014**

**5:30 p.m.**

1           [START GRADE EXPANSION OF 29Q251 FROM A K-  
2 3 TO A K-5]

3           MALE VOICE: Good evening, ladies and  
4 gentlemen. I can't hear you. Good evening  
5 ladies and gentlemen.

6           AUDIENCE: Good evening.

7           MALE VOICE: Thank you. Thank you so much  
8 on this cold rainy, damp evening. Thank you for  
9 that warm greeting. And we appreciate having  
10 you again this evening. I want to welcome you  
11 to our choice [phonetic] public hearing. And at  
12 this public hearing, ladies and gentlemen, is  
13 concerning the proposed grade expansion of ES  
14 251, 29Q251 from a K-3 to K-5, which will be in  
15 effect till Pre-K-5 school beginning in  
16 2015/2016. Okay? I have the Principal Loncke  
17 [phonetic], from 29Q251. [Applause]. And then  
18 Principal Collins, from 29Q256. [Applause].  
19 And I have - - Guitarro, from 29Q255.  
20 [Applause]. And I have Ms. Cheryl Rosell  
21 [phonetic], President of our CDC. [Applause].  
22 And I understand that we have Ms. Sanford, also  
23 from the 251, Solution Team [phonetic].  
24 [Applause]. That is - - it's a link from 256  
25 and - - from 255. So we have asked the - -

1 District Superintendent Leonard Murray.

2 [Applause].

3 SPT. LEONARD MURRAY: Thank you so much. So  
4 this is a joint public hearing for the  
5 Department of Education, Community Education  
6 Council, and Solution Team, for the proposed  
7 grade expansion of ES 251, 29Q251 from a K-3 to  
8 K-5 school, beginning in 2015/2016. So this  
9 hearing is being audio and video recorded. - -  
10 this 29<sup>th</sup> - - Council and the Solution Team from  
11 PS251, - - School, and - - School, participate  
12 in this joint public hearing. And the purpose  
13 of this hearing is for you to provide comments  
14 on the proposal. And before I describe the  
15 proposal, I want to make sure you are aware of  
16 the opportunity to provide your input. So all  
17 those which you see are signed up, in the  
18 speaker sign-up area located just outside of the  
19 auditorium, and the sign-up list will close in  
20 50 minutes. A speaker can take the floor in the  
21 order that he's signed up and all comments are  
22 limited to two minutes. There may be elected  
23 officials arrive at different times for this  
24 evening, who may wish to speak. We will do our  
25 best to accommodate them at the first opportune

1 moment. Those who are here, at the start of  
2 the public comment segment will get to speak  
3 first. All comments will be mentioned in the  
4 analysis of public comments, to be published and  
5 provided to the panel educational policy, the  
6 evening before the panel votes, and that vote is  
7 scheduled for 11/25. In addition we welcome any  
8 comments and feedback that you may have anytime  
9 before the panel votes on this proposal. The  
10 email address of the - - number where comments  
11 can be made, are [b29proposals@schools.nyc.gov](mailto:b29proposals@schools.nyc.gov)  
12 and 212-274-7621. I'd also like to acknowledge  
13 Ms. Lois Knight [phonetic], my Administrative  
14 Assistant, is here supporting the district  
15 office. [Applause]. And Christine - - from the  
16 Division for District Planning. I still keep  
17 thinking of Portfolio Planning. District  
18 Planning. And we're happy - - . [Applause].  
19 Thank you so much. So the purpose of this  
20 proposal is to expand the grades served by  
21 PS251; PS251 is an existing elementary school  
22 that serves students in Kindergarten to third-  
23 grade and offers two sections of a full day pre-  
24 Kindergarten program. The New York City  
25 Department of Education believes that PS251

1 families will benefit if students continue to  
2 be served at PS251 for fourth and fifth grades.  
3 Currently, PS251 students must transition to a  
4 new elementary school in the fourth grade. Now  
5 these students may face transitional challenges  
6 that remain in the end of school for only two  
7 years for moving on to middle school. They have  
8 very little time to adjust to a new school  
9 environment, and they will have to make  
10 expectations before facing another transition  
11 and adjustment. So this community initiative  
12 proposal is intended to create a more stable  
13 environment to students, and reduce the number  
14 of transitions so they'll sustain [phonetic] in  
15 their formative years. PS251 is a choice  
16 elementary school located in Building Q251 at  
17 144-51 Arthur Street, Queens, New York 11413, in  
18 community School District 29, Building Q251 is  
19 tandem to building Q231, located at 145-00 - -  
20 Boulevard, Queens, New York 11413, which houses  
21 Selective Arts [phonetic] Middle School and Many  
22 Voices [phonetic] Middle School, two existing  
23 district middle schools that serve students in  
24 sixth through eighth grades. - - two separate  
25 buildings with separate entrances, which are

1 joined by a central core containing large  
2 shared spaces, such as auditoriums, gymnasiums,  
3 and/or cafeterias. PS251 is co-located in back  
4 of buildings Q231 and Q251, with Collaborative  
5 [phonetic] Arts and Community Voices. A co-  
6 location, ladies and gentlemen, means that two  
7 or more school organizations [background noise]  
8 out of the same building and they share common  
9 spaces like auditoriums, gymnasiums, and  
10 cafeterias, fused within one such - - , and one  
11 also houses a community based organization, KJK  
12 Tubing [phonetic] Center. If this proposal is  
13 approved, PS251 currently plans to serve their  
14 students in building Q251 and the Collaborative  
15 Art and Many Voices is currently planning to  
16 serve students in the Q231 throughout the  
17 duration of the great expansion. PS251,  
18 Collaborative Arts, and Many Voices leadership,  
19 may decide to - - building the building Q251 or  
20 Q251 - - expansion, based on the discretion of -  
21 - . If this proposal is approved students at  
22 PS251 will have the opportunity to continue in  
23 the school for fourth grade, beginning in  
24 2015/2016 school year, and fifth grade in the  
25 following year. PS251 will - - 2016/2017 school

1 year when it will serve students in  
2 Kindergarten to fifth grade. As mentioned  
3 above, PS251 currently offers two sections of  
4 full day preconduct [phonetic] programs. This  
5 proposal will not impact PS251's facility to  
6 offer preconduct. The DOE's preconduct programs  
7 are maintained based on available funding,  
8 student growth, and space availability. And the  
9 DOE anticipates that preconduct will continue to  
10 be offered at PS251 in 2015/2016 school year,  
11 and beyond, subject to continued funding,  
12 demand, and space availability. The proposal to  
13 expand PS251 was initiated by the school  
14 community. In fall of 2013, the PS251 - - Team  
15 submitted an application for grade expansion.  
16 The application included the principal's  
17 rationale for expansion, which cited evidence of  
18 PS251's academic success and letter of support  
19 from PS251's - - . That petition was first  
20 supported by parents, the broader school  
21 community, the Education Council of District  
22 [phonetic] 9, and a multiple elected officials.  
23 This sets a high-level of satisfaction with the  
24 school, its parent body and the broader  
25 community, and the expectation that an expanded

1 PS251 will meet the needs of children.  
2 Additionally, - - official PS251 and conducted  
3 interviews for the applicants'- - concluding  
4 that the school is well positioned to be given  
5 successful grade expansion based on the school's  
6 record of academic success; the newly approved  
7 PS251's grade expansion request, pending  
8 approval of this proposal by the Panel of  
9 Educational Policy. The DOE strives to create  
10 policy options for students. As part of the  
11 provisional approval process, the DOE evaluates  
12 each school's instructional capacity to serve  
13 its standard school level, by working in close  
14 collaboration with the superintendent to develop  
15 clear benchmarks focused on multiple areas;  
16 including curriculum, instructional leadership,  
17 and staff and family engagement, to demonstrate  
18 the school's capacity to expand. They do plan  
19 [phonetic] to reduce incoming Kindergarten  
20 enrollment at PS251, beginning in September  
21 2015, in order to accommodate the proposed re-  
22 expansion, so beginning September 2015, PS251  
23 will enroll 45 Kindergarten students as opposed  
24 to the 70 to 80 Kindergarten students we have  
25 enrolled in recent years. - - does not

1 anticipate reducing PS251's enrollment if this  
2 proposal is not approved. According to  
3 2013/2014 enrollment capacity, utilization of  
4 core [phonetic], building Q231 has the capacity  
5 to serve 1,214 students. Building Q251 has the  
6 capacity to serve 336 students. And Q231/Q251  
7 has a combined capacity to serve 1,550 students.  
8 In 2014/2015 school year - - is expected to  
9 serve a total of approximately 960 students.  
10 The unit estimated utilization rate of 75%, and  
11 then Q251 propose to serve a total of 350  
12 students, yearly an estimated utilization rate  
13 of 104%. The buildings combined, are projected  
14 to serve a total of approximately 1,266  
15 students, yielding a combined utilization rate  
16 of 82%. If this proposal is approved, the  
17 2016/2017 when PS251 reaches full scale serving  
18 students in Kindergarten through fifth grade,  
19 Building 251 is projected to serve a total of  
20 401 to 511 students, even using the rate of 134%  
21 or 150%, and Building Q231 is projected to serve  
22 a total of approximately 835 to 915 students,  
23 yielding an estimated - - rate of 70% to 75%.  
24 Those buildings combined will serve  
25 approximately 1,306 to 1,426 students and have

1 an estimated utilization rate of 84% to 90% in  
2 the 2016/2017 school year. So although PS251  
3 will be full scale in 2016/2017, its enrollment  
4 and utilization rate will decline in 50 years as  
5 the school enrolls smaller Kindergarten promotes  
6 and graduates larger current promotes. PS251's  
7 enrollment will not stabilize until 2020/2021  
8 school year, but it will serve 281 to 441  
9 students in the Kindergarten through fifth  
10 grade; yielding an estimated utilization rate  
11 for building 251 of 113 to 131%. The buildings  
12 combined will serve approximately 1,236 to 1,356  
13 students, and will have estimated utilization  
14 rate of 80 to 87%. Thank you so much for  
15 patiently listening to our meeting. I  
16 appreciate those are the facts that we presented  
17 today. And I want to thank you. And the next  
18 presenter will be Ms. Cheryl Rosell of CDC.

19 MS. CHERYL ROSELL: Good evening. The  
20 Committee Education Council has been a long-time  
21 supporter of this expansion. - - our President,  
22 - - Hyman has worked hand in hand with Principal  
23 Loncke to reach this point where we are. And we  
24 also agreed that moving our students to another  
25 location for just two more years, will give them

1 some emotional and social challenges. So with  
2 that, the CDC will vote this Thursday to put in  
3 place a resolution for the expansion of the K to  
4 3, to a K to 5. Thank you. [Applause].

5 MALE VOICE: - - from the 251, - - . Thank  
6 you. Just give your name, and then...

7 CHAIR CATHERINE SANDIFER: Good evening,  
8 panel. My name is Catherine Sandifer  
9 [phonetic], and I'm the Chairperson of the SLT  
10 for PS251 kids. Okay. So we're in support of  
11 this proposal - - well so far. We're  
12 enthusiastic about keeping children - - in our  
13 building as long as everything is in place, to  
14 make sure they have a great experience. Thank  
15 you. [Applause].

16 MALE VOICE: - - Collins of - - .

17 MS. COLLINS: Good evening. We are in full  
18 support of the expansion of 251. We believe  
19 that having the students moved up to fifth grade  
20 also benefits the middle school, in terms of  
21 giving us--giving them options but also giving  
22 us options in terms of having more students  
23 apply to the school. We look at it as not just  
24 251, but having an actual Pre-K to eight campus  
25 in which we can really grow our community. So

1 we are definitely 100% support. [Applause].

2 MALE VOICE: Thank you Ms. Collins. - -  
3 Guitarro from - - .

4 MR. GUITARRO: We are in agreement with the  
5 community voices that we are in full support of  
6 the expansion. Keeping in mind the best  
7 interest of the students of 251, and also giving  
8 them an opportunity to see what we offer at - -  
9 on the campus. Thank you. [Applause].

10 MALE VOICE: Thank you so much. Are there  
11 any elected officials or representatives of  
12 elected officials present? Okay. I don't see  
13 any hands. Okay. So we've now concluded the  
14 formal presentations and we now open the floor  
15 for public comments, and speakers will be given  
16 the floor in the order that they signed up.  
17 Remember all comments will be limited to two  
18 minutes. So the person we have is--I'm going to  
19 call your name, come over - - and I'll hand you  
20 the microphone because it's plugged in over  
21 there. Ms. Nola Green [phonetic].

22 MS. NOLA GREEN: Good evening.

23 AUDIENCE: Good evening.

24 MS. NOLA GREEN: My name is Nola Green. I  
25 am a retired Early Childhood Educator, or

1 somewhat retired, anyway. And I live in the  
2 community. I've worked in the community. I was  
3 the Director of the former Laurel Social  
4 [phonetic] Community and Day Care Center for  
5 over almost 40 years. Living in the community  
6 helped me to understand exactly what it would  
7 take in order for continuity of education for  
8 the students who attend whatever school they  
9 attend. But in particular, 251. As a community  
10 person, living in it, my own eldest daughter  
11 would have been one of the first 251  
12 Kindergarten students when the building first  
13 opened. And at that point I was in daycare, and  
14 I said, oh, no, you're coming with me for a  
15 while. Okay? So that's what we did. But  
16 needless to say, I have two grandchildren. One  
17 who was formerly a 251 student who left last  
18 year to go on to another school. Okay? Because  
19 he had aged out of 251. I want you to know for  
20 two years had been trying, the parents and also  
21 the grandparents, because you know we have to  
22 fill in when we have to. The continuity of  
23 educational care and the civility that is needed  
24 in order for children to become well-rounded  
25 children of today's society, it's imperative

1 that they stay in a community that thrives on  
2 their educational principles. And that is what  
3 251 has done. We as community parents,  
4 residents, activists, we see the expansion as  
5 only a positive stance for the community.  
6 Children should not have to be shoveled, after  
7 being in a stable environment for four years,  
8 and then told to go someplace else for two  
9 years, and at the end of that, to be shuffled  
10 again to go on to a middle school or junior high  
11 school, where they will get their sixth through  
12 eighth grade education. Why not leave the  
13 children where they have already formed good  
14 interaction relationships with the teaching team  
15 that has already served them for four years of  
16 their formative lives. Thank you. [Applause].

17 MALE VOICE: Thank you, Ms. Green. Thank  
18 you so much. Ms. Aveel - - . Alene, oh, I'm  
19 sorry. - - . Alene - - .

20 MS. ALENE: I know you said two minutes,  
21 right. So I'll be much shorter than that. Good  
22 evening, everyone.

23 AUDIENCE: Good evening.

24 MS. ALENE: I'm very thankful that the  
25 proposal has reached to this stage, and I want

1 to thank the school leadership team as well as  
2 the PTA, the teachers, and also the parents.  
3 You know, when I came to this school, for Adina  
4 [phonetic], she was welcomed into Kindergarten  
5 and one of the first - - that--there's been in  
6 two other school. I think there was 208 and  
7 another Charter School, had something about this  
8 school had me 180, to bring my daughter here.  
9 And I just liked the environment, I liked what I  
10 saw, the bulletin boards and the teachers, and  
11 also the principal, Principal Loncke. And one  
12 of the things I know it was a shortcoming, was  
13 that, oh, it only goes up to third grade. And I  
14 was like, oh, boy. I don't know about this.  
15 Because growing up I went to so many different  
16 elementary schools in Trinidad, and that was  
17 hard to adjust. So I didn't want that for my  
18 daughter. So that was one thing; I was like,  
19 okay, I'm just going to trust God about this.  
20 So when this proposal came about last year, I  
21 was really happy that something was in the  
22 works. But I was still very happy - - this is  
23 our first time something like this happened,  
24 where the school is trying to expand within its  
25 own walls. So for it to reach this stage, I

1 think it's definitely a victory for the school  
2 and I know it's not all for a season, but I do  
3 know that it's moving in the right direction and  
4 I think it's for the best for the students, this  
5 is the way it's supposed to go. And I'm really  
6 thankful for the school leadership and to all  
7 those who played a key role--two minutes  
8 already--all those who played a key role in  
9 making this proposal happen. So thank you so  
10 much. [Applause].

11 MALE VOICE: Thank you so much. Mr. Lance  
12 A. Ross [phonetic].

13 MS. LANCE ROSS: Good evening everybody.

14 AUDIENCE: Good evening.

15 MR. LANCE ROSS: My name is Lance Ross. I  
16 am the PTA President of 251. I'm in my second  
17 year. As far as this expansion goes, for any  
18 that has gone through - - , the hardest thing  
19 for them was, like the young lady just said,  
20 once that third year comes, what happens? And  
21 then - - . You have a slogan at the bottom of  
22 your letter. Nurturing each child for maximum  
23 success. They've proven that year end, year  
24 out, that that's what they do. When you change,  
25 and that child has to go from third grade to

1 fourth grade, and have to change to another  
2 elementary school. We don't know if that's  
3 what's going to nurture your child. They're  
4 going to teach him, but are they going to  
5 nurture him? The teachers and staff at this  
6 school really do that, and I think with the  
7 expansion to fourth and fifth grade, they will  
8 be better prepared going into junior high  
9 school. Not just on a maturity level, not just  
10 on an educational level, but on an emotional  
11 level, 'cause now, by the fifth grade, they'll  
12 have - - what the parents and the teachers have  
13 been trying to teach them. So when they go to  
14 the next school and if they see something that's  
15 not quite right for them, it's the same thing as  
16 not quite right. So we're in full support of  
17 this. Thank you. [Applause].

18 MALE VOICE: Ms. Rene Coleman.

19 MALE VOICE 1: Skip her, she's running late.

20 MALE VOICE: Okay. Jamika - - .

21 MS. JAMIKA: Good evening.

22 AUDIENCE: Good evening.

23 MS. JAMIKA: My name is Jamika - - . My  
24 daughter is in Kindergarten at 251. - - . So  
25 this was the early nineties. [Laughter].

1 [Applause]. - - why I didn't go on to a  
2 different program that I at before I went to  
3 251. I fortunately, in that school there were  
4 only two classes in third grade, before I took  
5 the program. So sometimes I wonder if that's  
6 how my kids are coping with moving to a  
7 different schools because they were all in  
8 different programs. So I've got say being in  
9 251 was not nurturing experience, it was - - to  
10 send them to a school where, you know, in third  
11 grade they had been together ever since  
12 Kindergarten, so they already social  
13 relationships and things like that, but my  
14 mother wasn't in PTA and SLT, so I thought it  
15 was important to be here in support. I'm very  
16 proud to be here because when my kids enrolled  
17 in second grade there was no pre-school or no  
18 third grade. So that's really great, and I'm in  
19 full support. [Applause].

20 MALE VOICE: Thank you. Stephanie Celest.  
21 Stephanie Sliding [phonetic], I'm sorry. - - .

22 MS. STEPHANIE SLIDING: Hi, good evening  
23 everyone. Good evening superintendent and good  
24 evening, - - . Okay. I'll be short. I am a  
25 District 29 parent. I am a District 29

1 Department of Education employee. And I am  
2 also a community member. So I'm in full support  
3 of the expansion of PS251. I have a first-  
4 grader and a second-grader. And my experience  
5 has been that our third grade parents, they get  
6 this sense of anxiety. My assistant principle's  
7 son just graduated from third grade and I  
8 assisted her, along with the school, in finding  
9 another location for her son to go to. So I can  
10 tell you first hand that the amount of anxiety  
11 that a parent goes through when their child is  
12 in the third grade, and the idea that they will  
13 have to be shuffled; transportation changes,  
14 scheduling, I could go on and on and on, but  
15 what's more important is the community. The  
16 idea of having a wonderful school go from third  
17 to fifth grade. And then we also have the  
18 opportunity of middle schools in the same  
19 cluster, and right across the way there are high  
20 schools. It's about building the community,  
21 District 29, putting it on the map and letting  
22 people know that there are great schools in your  
23 community. You don't have to travel across  
24 town, across the way, down the hall, down the  
25 block, to get great quality education right here

1 in your neighborhood. So I am definitely for  
2 expansion. I see the time is up. I'm  
3 definitely for the expansion, I think it's a  
4 great idea. I am the parent coordinator of one  
5 of the high schools across the way. So I can  
6 just - - , I just want to mention that I do have  
7 several parents whose children are attending  
8 PS251, and they are also in full support of this  
9 because their older children won't have to  
10 shuffle across town to get their younger  
11 siblings. So it does affect a large body. And  
12 one last thing is, I just want to make sure that  
13 if this does go through, that PS251 staff  
14 members get the full support of what they need  
15 to be successful. It's going to be more than  
16 just expanding. Give them what they need to be  
17 great. [Applause]

18 MALE VOICE: Thank you. Thank you so much.  
19 Benny Joseph.

20 MR. BENNY JOSEPH: Good afternoon, everyone.  
21 I just want to say, gosh I don't - - . I'm in  
22 full support, I just want to start out by  
23 stating that. As a former PTA president, that's  
24 something that gave me the opportunity to work  
25 with - - and a couple of - - that is in here.

1 And the whole number of proposals you have to  
2 put in place to try to get that sanctioned.  
3 That didn't happen. I had a daughter that went  
4 there six years ago, and unfortunately, she  
5 wasn't able to have the expansion then, so she  
6 had to move on. So I can tell you as a parent,  
7 it was a - - in trying to get her into another  
8 school. Obviously, we did and she moved on.  
9 But I can say right now, I'm happy that my  
10 junior right now, which is my son, won't have to  
11 go through that. So with everything I have, - -  
12 staff members over here did such a great job - -  
13 . [Applause]. And if she hadn't made that - -  
14 using the computers. I mean we love it, my wife  
15 and I, and we are in full support over the  
16 school - - with the expansion. Thank you.  
17 [Applause].

18 MALE VOICE: Thank you. Mr. Michael - - .  
19 Sorry. - - . [Crosstalk].

20 MR. MICHAEL: Good evening. Everyone. I  
21 have two children. One is in ninth grade, the  
22 other is in the sixth grade, I believe. Yes.  
23 [Laughter]. They both started at 251. We watch  
24 Jeopardy--a couple weeks ago, we were watching  
25 Jeopardy and my son said to me, what's Alma

1 Mater? You know, I'm not its fuzzy at this.  
2 I said, the best I can describe it, it's like -  
3 - . My daughter then said, what does that mean?  
4 I said, big mommy. That which nurtured you.  
5 And I thank 251 - - on the space wagon  
6 [phonetic] instructing them for what? They  
7 nurtured my children. And I was PTA President  
8 for three years, three long years. In all my  
9 years of helping, the most what I heard from  
10 parents was why do we have to leave at third  
11 grade? You know. And I'm a parent still who  
12 asks about the school, and the major concern or  
13 drawback is, they want to go to third grade.  
14 And I remember, you know, pick back up on  
15 Joseph's comment, we've been fighting and how  
16 many years, many trips to city hall, the School  
17 Construction Authority, Space and Planning, we  
18 tried to get it done. And that's been a dream  
19 of most parents in the community. - - . I was  
20 still involved in the school. Ms. Loncke will  
21 tell you, Ms. Lovelace, you know, Ms. - - ,  
22 everyone will tell you. I'm still there. We  
23 want this. And I can tell you, I can see from  
24 the - - a lot of parents, you know, spend a lot  
25 of years in school. They want this. We are for

1 this proposal. Our children need to be  
2 nurtured about the values of great teachers that  
3 we have. And I'm sure we'll give them all the  
4 support that they need to make this a reality.  
5 Thank you. [Applause].

6 MALE VOICE: Thank you. Ms. Redland.

7 MS. BECKWITH: Beckwith.

8 MALE VOICE: Ms. Beckwith. [Laughter].

9 MS. BECKWITH: - - .

10 MALE VOICE: - - again. I want to thank all  
11 our speakers today, tonight, this evening. I  
12 want to thank each of you for coming out  
13 tonight. I want to thank the SLTs, of PS251,  
14 and 355 and 256, and Coco. I want to thank our  
15 CDC; I want to thank Ms. Michelle from CDC. And  
16 I want to thank members coming from Central,  
17 being on the scene. I want to thank Metro  
18 people - - . Mr. Powell, Patricia, from the  
19 network. I want to thank those people coming  
20 out as well. I want to thank our principals,  
21 and above all, I thank you. I want to thank you  
22 for your patience. I want to thank you for  
23 coming out in support of the school community,  
24 and as - - , for all the years that you put in  
25 to - - this idea. And please remember we

1 welcome any comments and feedback that you may  
2 have at any time, for the panel, for the  
3 Educational Policy Board on this proposal, at  
4 its November 20<sup>th</sup> meeting. The email address and  
5 phone number where comments may be made; are  
6 [b29proposals; b29proposals@schools.nyc.gov](mailto:b29proposals@schools.nyc.gov), and  
7 212-374-7621. 212-374-7621. Thank you for your  
8 participation; you've been a wonderful audience  
9 on this rainy night. This - - hearing, and I'll  
10 close.

11 [END GRADE EXPANSION OF 29Q251 FROM A K-3  
12 TO A K-5]  
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C E R T I F I C A T E

The prior proceedings were transcribed from audio files and have been transcribed to the best of my ability.

Signature:

  
Wanda Henry

Date: November 19, 2014