

**MINUTES OF THE PATERSON BOARD OF EDUCATION
WORKSHOP MEETING**

April 3, 2013 – 6:05 p.m.
Administrative Offices

Presiding: Comm. Christopher Irving, President

Present:

Dr. Donnie Evans, State District Superintendent
Ms. Eileen Shafer, Deputy Superintendent
Lisa Pollak, Esq., General Counsel

Comm. Chrystal Cleaves
*Comm. Wendy Guzman
Comm. Jonathan Hodges
President
*Comm. Errol Kerr

Comm. Manuel Martinez
Comm. Alex Mendez
Comm. Kenneth Simmons, Vice

Absent:

Comm. Corey Teague

The Salute to the Flag was led by Comm. Irving.

Comm. Irving read the Open Public Meetings Act:

The New Jersey Open Public Meetings Act was enacted to insure the right of the public to have advance notice of, and to attend the meetings of the Paterson Public School District, as well as other public bodies at which any business affecting the interest of the public is discussed or acted upon.

In accordance with the provisions of this law, the Paterson Public School District has caused notice of this meeting:

**Workshop Meeting
April 3, 2013 at 6:00 p.m.
Administrative Offices
90 Delaware Avenue
Paterson, New Jersey**

to be published by having the date, time and place posted in the office of the City Clerk of the City of Paterson, at the entrance of the Paterson Public School offices, on the district's website, and by sending notice of the meeting to the Arab Voice, El Diario, the Italian Voice, the North Jersey Herald & News, and The Record.

Comm. Irving: I'd like to welcome everyone tonight. I've made it very clear to the Board members that I think most of us have an event we all would need to be at and we'd like to be out of here in an hour and a half if we can. There is not much on the agenda for this evening. So let's ask our questions, do what we have to do, but just keep the meeting moving. I would appreciate it.

PRESENTATIONS AND COMMUNICATIONS

Discussion on Internal Audit Report Findings on Early Childhood Providers Gilmore Memorial Preschool and Hogar Infantil Child Development Center for the 2011-2012 Fiscal Year

Ms. Nancy Aguado-Holtje: Good evening. I'm here to present the internal audit for Gilmore. The Paterson Internal Audit Unit conducted an audit of Gilmore Memorial Preschool, Inc., a provider participating in the Preschool Education Program. Gilmore Memorial Preschool is a nonprofit childcare center providing services to the children of Paterson. The center is located at 505 East 22nd Street in Paterson and was budgeted to serve a total of 105 New Jersey Department of Education children. The 2011-2012 approved budget totaled \$1,335,678.00. As a result of the audit, the following deficiencies were noted and I will present those along with the corrective action plan. The first finding was the provider underspent the approved budget. The corrective action plan will be that the district will recover \$86,670.45. The method of implementation is to reduce the tuition payments to the provider. The second finding was the auditors noted minor accounting irregularities and the district will direct the provider to implement fiscal controls that will eliminate accounting errors and to discontinue partial payments to vendors. The provider will be directed to charge expenditures in the fiscal years in which they were incurred. The method of implementation is to continue to review the general ledger to ensure that accounting controls are in place. That concludes my report.

Comm. Irving: Thank you. Are there any questions on the audit report? I have just one comment and not necessarily a question. I know you all do a thorough job in auditing the providers or contractors that we work with. I just want you to be mindful as we continue to do these audits and to work with our providers of how we're dealing with them and the way we're working with them. There might be a perception and I've only heard it from two or three, but it's kind of open season for all the folks who are contractors. I just want to make sure that perception-wise we're doing everything we can to ensure that it's a collaborative relationship. I know you guys have a meeting tomorrow with the provider who is no longer with us, but there are other folks who might have issues, questions, comments, or concerns regarding that. So I just want to give feedback. Let's just be careful of that perception because most of these folks are community people and they're going to come back to us and say people don't listen to them, they pick on us, or Ms. Peron doesn't like my haircut – all types of stuff.

Ms. Aguado-Holtje: I do have another audit to present. The Paterson Internal Audit Unit conducted an audit of Hogar Infantil Child Development Center, another provider participating in the Preschool Education Program. This provider is a nonprofit childcare center providing services to the children of Paterson. The center is located at 560-566 Main Street in Paterson and was budgeted to serve a total of 120 children. The 2011-2012 approved budget totaled \$1,524,226.00. As a result of the audit, there were two deficiencies that were noted. Deficiency number one was that the provider underspent the budget by \$168,244.04 and the method of implementation to recuperate that is to reduce the tuition payments to the provider. The second finding was the auditors noted minor accounting irregularities and again the district will direct the provider to implement fiscal controls and a self-review program to eliminate accounting errors. We will continue to review the general ledger and the expenditure report to ensure that accounting controls are in place.

REPORT OF STATE DISTRICT SUPERINTENDENT

Dr. Evans: Coming around to the Board members is an item that reflects two items that I will comment on very, very briefly. The first one reflects an article that appeared in NorthJersey.com regarding our students who received awards or were recognized, if you will, at the Northern Regional National Historic Day competition. Forty-six of our students were awardees, if you will. This was held at Kean University on March 23, 2013. These students will advance to state competition and winners at that level will advance to national competition in June at the University of Maryland, College Park. Second, I wish to provide for the Board, as we committed to do so, a memorandum that's attached. Mrs. Jones actually sent it to you by email yesterday and I added it to this just in case you hadn't seen it yet or there was a problem getting your email. A charter school application that we received on March 28 is from the New Jersey Department of Education for Mathematical Innovation Generates Higher Technology (M.I.G.H.T.) Leadership Charter School of Paterson. This application is here for your review if you would like to come by and take a look at it. That concludes my report.

Comm. Irving: Are there any questions for the Superintendent?

Comm. Hodges: You changed the agenda and took off the curriculum review and the safety. My request is that you not put both of them on a future agenda together.

Dr. Evans: Okay.

Comm. Irving: Because they're so extensive?

Comm. Hodges: Exactly.

Comm. Irving: That makes sense.

Dr. Evans: Sure - absolutely.

Comm. Irving: Can we add the safety to next week's meeting, the safety report?

Dr. Evans: If you'd like.

Comm. Irving: Because Eileen has already given it to us and I think that is something that probably should be discussed in public, as well as the adoption of it. Is the hope with the plan for you to introduce it to the Board and then for the Board to adopt it? Or is it just to vet the conversation with the plan?

Dr. Evans: No, we're going to ask the Board to vote to support it. The plan is ready, as you've said, and it includes some things that we haven't done yet that should be of particular interest. I think you know for the most part what we are doing and what we recently put into place. But as we move ahead we really would like the Board's support on our plan moving into the future.

Comm. Irving: So, let's do this. Let's add that to next week's agenda and then make the next presentation for the next workshop. But we should have copies of that because Eileen gave it out. Cheryl, can you ask Ms. Shafer to just email a copy of the security report one more time to the Board just in case folks don't have it? I'll be frank with you. I read it, but I don't know where I put it in my house in my Board stack, which is my living room table. So if we can get that sent and if folks have questions, feel free to ask Ms. Shafer and then we can have a discussion about what's in there and make

any other additional recommendations. If it pleases the Board, we can adopt the security plan at next week's meeting.

Comm. Mendez: I have a quick question about the charter school application. Dr. Evans, this is the application. What is the next step?

Comm. Irving: It's a notice, right?

Dr. Evans: No, I think we received the actual application. Yes, we received the actual application.

Comm. Mendez: I would like to take a look at it.

Dr. Evans: Okay. See Mrs. Jones and she'll be happy to provide it if it's relatively short. Some are voluminous, very thick, and then she'll ask you to come by and spend some time to read it, or she may check it out to you. But Mrs. Jones orchestrates that. If it's not that long, I know she has photocopied some shorter ones in the past.

Comm. Mendez: What's the next step after the application?

Dr. Evans: It's under state review. The Department of Education is reviewing it and ultimately the Commissioner's office will determine whether they're going to recommend approval or not to the State Board. Then based on his recommendation the State Board will make a decision ultimately and communicate that to the charter school and to us. Regardless of what the decision is, they'll communicate that to us.

Comm. Mendez: But we will not be able to vote on this?

Comm. Irving: No, we have no say-so on this.

Dr. Evans: After you read it, if there's input that you'd like to give... Input is the wrong word. I don't know if that's what DOE wants. But if you have something to say the opportunity will arise, particularly when the State Board reviews it or if you want to send a letter to the Commissioner telling him you object to it. All of that is open for you to be able to do individually or as a Board. Then ultimately the Commissioner and his staff will take that into consideration during their decision-making.

Comm. Irving: If we want, and this is just a conversation as far as practice is concerned, we can begin to at least take formal stances as a Board on whether or not we support or do not support a particular application for each charter school that comes up. The reason why I'm saying so, and I'm just being frank, is because look at who is sponsoring this charter school. So the question is, is it good for the goose and not good for the gander? We've had conversations about charter schools and opposing them. I've made it very clear that I personally have no issue with charter schools, but again the process is not one that I'm a big fan of. But I'd be interested in how this Board reacts based on who has submitted this application.

*Comm. Guzman enters the meeting at 6:20 p.m.

Comm. Martinez: Exactly. I think I'd be more open to learning more about this being that it's from a community member – someone who is entrenched in the community and who has their boots on the ground. That's more appealing than some corporate charter school – some organization coming in. So, I'd be open to that.

Comm. Hodges: My concern is, is there going to be a resolution crafted for the safety report?

Comm. Irving: If we're going to adopt it there should be one.

Dr. Evans: We'll have one.

Comm. Hodges: Hopefully, it won't be given to us at the meeting.

Dr. Evans: We just decided tonight to put it on next week and we pulled it from this agenda. But we decided tonight to have it for next week's meeting, so we'll have a resolution in advance of that.

Comm. Irving: The truth of the matter is the resolution just should be to adopt the recommendations. It shouldn't be that wordy because all the words will be within the plan that Ms. Shafer introduced to us.

Comm. Hodges: The problem is that they brought the report to us to discuss and perhaps augment. But if you're only going to be able to have that discussion at the same meeting where you're going to have the vote, you're not going to be able to do any augmentation.

Comm. Irving: Then we don't have to necessarily take the vote on that evening. That's why I'm saying the Board should individually meet with Ms. Shafer to ask any comments and get any clarify so that that adjustment can happen beforehand. So if the document changes, what we get that night of we can converse together and if there are any additional recommendations that are maybe one or two different discrepancies, questions or additions, and if it's a full kind of rework then we just sit in committee afterwards, hash it out, and adopt it after the fact. I just think the option is there. We can go either way.

Comm. Hodges: The only concern I have is that this is an issue that you might want to roll out into the community and they won't get the opportunity to do that until the following...

Comm. Irving: Reorg. That would be next week.

Comm. Hodges: Right.

Comm. Irving: Next week Wednesday is the meeting.

Dr. Evans: Actually, Dr. Hodges makes a good point because part of our plan was to and still is to vet it with the community in a community forum.

Comm. Irving: So let's do this...

Dr. Evans: After the Board discusses and makes its recommendations, then have a community forum and then after that would be the appropriate time for a resolution.

Comm. Irving: Let's move forward accordingly then.

Comm. Martinez: What was the other piece that we said? Instead of having the two presentations tonight, maybe put the other one on the agenda for next week and then allow more time for the public safety one.

Comm. Irving: Let's just do the public safety presentation next week, have the discussion, the Board makes their recommendations, then have the public forum, and then at the next regular meeting the Board will formally adopt the plan.

PUBLIC COMMENTS AND SPECIAL SESSION ON POLICIES FOR SECOND READING

It was moved by Comm. Mendez, seconded by Comm. Cleaves that the Public Comments portion of the meeting be opened. On roll call all members voted in the affirmative. The motion carried.

Ms. Irene Sterling: Good evening. First, I want to thank Dr. Evans for his agreeing to be the site for our April 15th forum with Bari Anhalt Erlichson. Dr. Erlichson will be here to talk about the new report cards, which have not been released yet, but whether they are released at that point or not she will come and talk with us about them here at 90 Delaware, 6:00 on April 15th. I apologize that it is the day before the election, but she's in hot demand about all these issues and this was the date we were able to get. I hope that many of you will join us because once these are in fact released to the public there is going to be a lot of discussion because of what is contained in these reports. So it's really important for those of us who are communicating with the community about these assessments and the material that's in them to understand how they got there and what to make of them. I have to say that I'm pleased to hear that the Board is going to have further discussion of the charter schools. I urge you to take a look at the charter school proposals. I especially urge you to take a look at the Collegiate Charter School proposal because I continue to think that it is not the kind of school that we want to open up here in Paterson. We've spent a great deal of time moving our teachers from the sage on the stage and having kids sit in rows and parrot back. I'm particularly reminded about how bad that is when I think about the Leadership Paterson Education Day and our opportunity to go into schools and go into classrooms where there is substantial engagement amongst students as well as with their teacher. I'm particularly thinking about the visit that we made to the new preschool program up at St. Mary's, which was fabulous. If you have not gone, you need to go and look at the kind of engagement we are expecting our students to do with the world around them, with each other, and with their teacher. It is absolutely not what the Collegiate Charter School proposes to do with our kids and I strongly urge that you take a look at the proposal, understand what they are saying when they say they do not believe in differentiated instruction. We do and we should not be opening a school like that in this community and subjecting our kids to that kind of experience. I look forward to seeing you on the 15th. I look forward to seeing some of you tomorrow night who are candidates for the School Board election and I will be your host on April 8th at the City Council. I'll see you then. Thank you very much.

Comm. Irving: Looking forward to it. Thank you, Ms. Sterling.

Ms. Sterling: The 15th is at 6:00.

Comm. Irving: Ms. Sterling, just to clarify, on the 8th there is no public allowed – it's just the candidates, am I correct?

Ms. Sterling: It's just the candidates and it's run exactly like the City Council election. So people can come and sit outside. There will be a television to watch, but nobody will be in the room with you.

It was moved by Comm. Mendez, seconded by Comm. Guzman that the Public Comments portion of the meeting be closed. On roll call all members voted in the affirmative. The motion carried.

RESOLUTIONS FOR A VOTE AT THE WORKSHOP MEETING:

Resolution No. 1

BE IT RESOLVED, that the list of bills dated March 25, 2013, in the grand sum of \$3,872,443.90 starting with vendor number 515 and ending with vendor number 3799437 to be approved for payment; and

BE IT FURTHER RESOLVED, that each claim or demand has been fully itemized verified, has been duly audited as required by law in accordance with N.J.S.A. 18A:19-2.

Grand Sum: \$3,872,443.90

It was moved by Comm. Guzman, seconded by Comm. Martinez that Resolution No. 1 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges who voted no and Comm. Simmons who abstained. The motion carried.

Resolution No. 2

WHEREAS, on March 15, 2007, the State of New Jersey adopted P.L.2007, c.53, *An Act Concerning School District Accountability*, also known as Assembly Bill 5 (A5), and

WHEREAS, Bill A5, N.J.S.A. 18A:11-12(3)f, requires that conferences/workshops have prior approval by a majority of the full voting membership of the board of education, and

WHEREAS, pursuant to N.J.S.A. 18A:11-12(2)s, an employee or member of the board of education who travels in violation of the school district's policy or this section shall be required to reimburse the school district in an amount equal to three times the cost associated with attending the event, now therefore

BE IT RESOLVED, that the Board of Education approves attendance of conferences/workshops for the dates and amounts listed for staff members and/or Board members on the attached and

BE IT FURTHER RESOLVED, that final authorization for attendance at conferences/workshops will be confirmed at the time a purchase order is issued.

**Total Number of Conferences: 51
Total Cost: \$15,828.69**

STAFF MEMBER	CONFERENCE	DATE	AMOUNT
Daisy Ayala	Rutgers University Division for Continuing Studies: Public School Bidding Process	April 10, 2013	\$228.56 (registration & transportation)
Assistant Business Administrator	New Brunswick, NJ		

Richard J. Kilpatrick	Rutgers University Division for Continuing Studies: Public School Bidding Process	April 10, 2013	\$219.02 (registration & transportation)
Business Administrator	New Brunswick, NJ		
Lisa Pollak	Rutgers University Division for Continuing Studies	April 10, 2013	\$206.00 (registration)
General Counsel	New Brunswick, NJ		
Donnie W. Evans	Hope Foundation (National Forum on School Improvement)	April 11-13, 2013	\$1,581.50 (registration, transportation, lodging, meals)
State District Superintendent	Arlington, VA (Washington, DC)		
Laurie Newell	Hope Foundation (National Forum on School Improvement)	April 11-13, 2013	\$1,581.50 (registration, transportation, lodging, meals)
Chief Reform & Innovation Officer	Arlington, VA (Washington, DC)		
Maria Santa	Hope Foundation (National Forum on School Improvement)	April 11-13, 2013	\$1,581.50 (registration, transportation, lodging, meals)
Assistant Superintendent for School Operations	Arlington, VA (Washington, DC)		
Deborah Abbood	Staff Development for Educators: Smart Board for Smart Instruction	April 17, 2013	\$189.00 (registration)
Teacher/Alexander Hamilton Acad.	West Orange, NJ		
Lisa Gagliardo	Staff Development for Educators: Smart Board for Smart Instruction	April 17, 2013	\$189.00 (registration)
Teacher/Alexander Hamilton Acad.	West Orange, NJ		
Valerie Purciello	Staff Development for Educators: Smart Board for Smart Instruction	April 17, 2013	\$189.00 (registration)
Teacher/Alexander Hamilton Acad.	West Orange, NJ		
Kathleen Schnorr	Young Child Expo & Conference	April 17, 2013	\$125.00 (registration)
PIRT Team/Early Childhood	New York, NY		
Janette Selino	Staff Development for Educators: Smart Board for Smart Instruction	April 17, 2013	\$199.00 (registration)
Teacher/School No. 12	West Orange, NJ		

Farida Asma	Young Child Expo & Conference	April 17, 2013	\$125.00 (registration)
Master Teacher/Early Childhood	New York, NY		
Anyi Melton	Young Child Expo & Conference	April 17, 2013	\$125.00 (registration)
PIRT Team/Early Childhood	New York, NY		
Mirca Quiles	Young Child Expo & Conference	April 18, 2013	\$125.00 (registration)
PIRT Team/Early Childhood	New York, NY		
Jeff Van Esselstine	Instruction for Students with Moderate to Severe Cognitive Disabilities: Focus on Academic Skills	April 23, 2013	\$11.00 (registration)
Teacher/SBA, PSA, Destiny	East Orange, NJ		

Leon Miller	Instruction for Students with Moderate to Severe Cognitive Disabilities: Focus on Academic Skills	April 23, 2013	\$11.00 (registration)
Teacher/SBA, PSA, Destiny	East Orange, NJ		
Karen Bernard	Powerful Interactions: Using Intentional Teaching in the Inclusive Preschool Classroom	April 25, 2013 May 6, 2013	\$22.00 (registration)
Supervisor/Early Childhood	East Orange, NJ		
Barbara Kiel	Powerful Interactions: Using Intentional Teaching in the Inclusive Preschool Classroom	April 25, 2013 May 6, 2013	\$22.00 (registration)
Master Teacher/Early Childhood	East Orange, NJ		
Dana Liguori	Powerful Interactions: Using Intentional Teaching in the Inclusive Preschool Classroom	April 25, 2013 May 6, 2013	\$22.00 (registration)
Teacher/Madison Avenue ELC	East Orange, NJ		
James Matus	Powerful Interactions: Using Intentional Teaching in the Inclusive Preschool Classroom	April 25, 2013 May 6, 2013	\$22.00 (registration)
Teacher/Madison Avenue ELC	East Orange, NJ		
Geri Taylor	Powerful Interactions: Using Intentional Teaching in the Inclusive Preschool Classroom	April 25, 2013 May 6, 2013	\$22.00 (registration)
PIRT Team/Early Childhood	East Orange, NJ		
Nicole Van Hook	Powerful Interactions: Using Intentional Teaching in the Inclusive Preschool Classroom	April 25, 2013 May 6, 2013	\$22.00 (registration)
Teacher/Dale Avenue	East Orange, NJ		
Jacinta Vilas	Google Sites: Web Design Made Easy and Free	April 26, 2013	\$32.33 (transportation)
ESL Teacher/Adult School	Rochelle Park, NJ		

Jennifer Wietsma	Google Sites: Web Design Made Easy and Free	April 26, 2013	\$32.33 (transportation)
Basic Skills Teacher/Adult School	Rochelle Park, NJ		
Sonia I. Figueroa	Skill-Path Seminars: Excelling as a Manager or Supervisor	May 7, 2013	\$99.00 (registration)
Transportation Manager	Saddle Brook, NJ		
Jacinta Vilas	Smart Board for ESL/ELL	May 8, 2013	\$32.33 (transportation)
ESL Teacher/Adult School	Rochelle Park, NJ		
Jennifer Wietsma	Smart Board for ESL/ELL	May 8, 2013	\$7.91 (transportation)
Basic Skills Teacher/Adult School	Rochelle Park, NJ		

Carol Smeltzer	NJSBA/New Jersey Law Center: Representing School Employees and Boards of Education in Employment Law Cases	May 9, 2013	\$170.00 (registration)
Assistant General Counsel	New Brunswick, NJ		
Allison Barnes	NJALL Conference 2013	May 10, 2013	\$50.16 (transportation)
GED/ABE Teacher/Adult School	Lincroft, NJ		
Eugenia Ortega	NJALL Conference 2013	May 10, 2013	\$33.17 (transportation)
ESL Teacher/Adult School	Lincroft, NJ		
Cheryl Coy	Legal One – The Essentials of Harassment, Intimidation and Bullying Investigations	May 15, 2013	\$125.00 (registration)
Vice Principal/School No. 18	Montvale, NJ		
Janice Basilicato	NJAFPA Spring Training Institute	May 29-30, 2013	\$591.33 (registration, transportation, lodging, meals)
Interim Director/Mathematics	Atlantic City, NJ		
Irene DelRosso	NJAFPA Spring Training Institute	May 29-30, 2013	\$588.04 (registration, transportation, lodging, meals)
Supervisor/School Improvement & CAPA	Atlantic City, NJ		
Lucia Fiorillo	NJTESOL/NJBE 2013 Spring Conference	May 29-30, 2013	\$47.52 (transportation)
ESL Teacher/Adult School	New Brunswick, NJ		
Samira Kat	NJTESOL/NJBE 2013 Spring Conference	May 29-30, 2013	\$214.00 (registration)
Master Teacher/Early Childhood	New Brunswick, NJ		
Lauren Kazmark	NJAFPA Spring Training Institute	May 29-30, 2013	\$588.72 (registration, transportation, lodging, meals)
Director/Humanities	Atlantic City, NJ		
Lillian Lopez	NJTESOL/NJBE 2013 Spring Conference	May 29, 2013	\$214.00 (registration)
Master Teacher/Early Childhood	New Brunswick, NJ		
William McDowell	NJAFPA Spring Training Institute	May 29-30, 2013	\$588.45 (registration, transportation, lodging, meals)
Director/Family & Community Engagement	Atlantic City, NJ		

Laurie Newell	NJAFPA Spring Training Institute	May 29-30, 2013	\$298.00 (registration)
Chief/Reform & Innovation	Atlantic City, NJ		
Eugenia Ortega	NJTESOL/NJBE 2013 Spring Conference	May 29-30, 2013	\$48.66 (transportation)
Teacher/Adult School	New Brunswick, NJ		

Brenda Patterson	NJAFPA Spring Training Institute	May 29-30, 2013	\$574.34 (registration, transportation, lodging, meals)
Chief Accountability Officer	Atlantic City, NJ		
Beatriz Quiroz	NJAFPA Spring Training Institute	May 29-30, 2013	\$589.16 (registration, transportation, lodging, meals)
Program Manager/NCLB	Atlantic City, NJ		
JoAnne Riviello	NJAFPA Spring Training Institute	May 29-30, 2013	\$588.66 (registration, transportation, lodging, meals)
Chief Academic Officer	Atlantic City, NJ		
Marguerite Sullivan	NJAFPA Spring Training Institute	May 29-30, 2013	\$589.90 (registration, transportation, lodging, meals)
Director/Academic Programs & NCLB	Atlantic City, NJ		
Anne Marie Urgoitch	NJAFPA Spring Training Institute	May 29-30, 2013	\$586.80 (registration, transportation, lodging, meals)
Supervisor/School Improvement – Non- Evaluated	Atlantic City, NJ		
Jane VanSplinter	NJAFPA Spring Training Institute	May 29-30, 2013	\$605.40 (registration, transportation, lodging, meals)
Coordinator/Special Funding	Atlantic City, NJ		
Jacinta Vilas	NJTESOL/NJBE 2013 Spring Conference	May 29-30, 2013	\$84.51 (transportation)
ESL Teacher/Adult School	New Brunswick, NJ		
Jennifer Wietsma	NJTESOL/NJBE 2013 Spring Conference	May 29-30, 2013	\$46.31 (transportation)
Basic Skills Teacher/Adult School	New Brunswick, NJ		
Annalesa Williams- Barker	NJAFPA Spring Training Institute	May 29-30, 2013	\$591.24 (registration, transportation, lodging, meals)
Executive Director/C&I	Atlantic City, NJ		
Daisy Ayala	NJASBO 2013 Annual Spring Conference	June 5-7, 2013	\$524.46 (registration, transportation, lodging)
Assistant Business Administrator	New Brunswick, NJ		
Richard Kilpatrick	NJASBO 2013 Annual Spring Conference	June 5-7, 2013	\$468.88 (registration, transportation, lodging)
Business Administrator	New Brunswick, NJ		

It was moved by Comm. Martinez, seconded by Comm. Cleaves that Resolution No. 2 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges who voted no and Comm. Simmons who abstained. The motion carried.

Resolution No. 3

BE IT RESOLVED, that the list of bills dated April 3, 2013, in the grand sum of \$22,666.66 starting with check number 180522 and ending with check number 180547 to be approved for payment – Taub Doby League 2013; and

BE IT FURTHER RESOLVED, that each claim or demand has been fully itemized verified, has been duly audited as required by law in accordance with N.J.S.A. 18A:19-2.

Grand Sum: \$22,666.66

It was moved by Comm. Guzman, seconded by Comm. Cleaves that Resolution No. 3 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges who voted no and Comm. Simmons who abstained. The motion carried.

GENERAL BUSINESS

Items Requiring a Vote

Curriculum and Instruction

Comm. Irving: The curriculum committee met last evening. We'll have the formal report for next week. Last night we discussed action items 1-24. In addition to that, we had a very good discussion from Ms. Peron about the curriculum committee's undertaking to expand the umbrella of Early Childhood beyond preschool. We've asked Ms. Peron to come back to the committee with a more tailored version of that conversation and that report, and then sometime in June to present the recommendations/proposal to the Board and the Superintendent for formal adoption. It was absolutely a really good conversation and we're looking forward to hearing more about it and seeing where we go with it. Tonight we have items A-1 through A-24 for discussion, with really A-1 through A-5 being the crux of it all. The rest of them are out of district placements and field trips. Are there any questions?

*Comm. Cleaves leaves the meeting at 6:34 p.m.

Comm. Hodges: I only have two regarding A-2 and A-3. My concern happens to be the goals that you're seeking, which are rather nebulous. I was wondering whether or not there should be some sort of benchmark that more clearly defines whether or not there is success. The goal is that the students are going to improve. Well, they're in school. They're supposed to be improving. You expect gifted and talented to improve. But that doesn't mean that their improvement came from Rutgers. So how are you going to measure whether the Rutgers program was effective? There was no indication of any benchmarks that would allow us to do that.

Comm. Irving: That question was answered last night, but I think it would be good...

Ms. Susana Peron: And as we further discussed last night, I also thought that the teachers are assigned a grade because these are courses for the teachers. These are courses of professional development. They are graduate credit courses. So an achievement of goals would be that they would achieve a certain grade on their transcript, which would be a B or better, for reimbursement. However, we did talk about how we are going to evaluate the achievement of goals for gifted and talented, and that is going to happen at the end of this school year. We actually have a program

evaluation of gifted and talented. We have been collecting walk-throughs and we've been collecting teacher data. Dr. Joyce VanTassel-Baska is actually in the collection of that. She is participating in that program evaluation as well. So at the end of the year we will be having a programmatic evaluation of gifted and talented to take a look at the achievement of the goals for students and for teachers.

Comm. Hodges: If I may, my concern isn't so much the achievement of the students... Well, it is indirectly. There has never been any correlation established between the acquisition of the National Teaching Certification, which means that passing a course does not necessarily mean that you're going to be able to teach well. So you have a Rutgers program you're sending teachers for courses to, but that does not necessarily translate into improvement in teaching. So the question is, how do you determine whether there is value from the Rutgers program? What are your benchmarks of achievement that would demonstrate to you that this is making some sort of substantial change? That's my question.

Ms. Peron: It's a complex question and there are a lot of parts in that question that could be answered if I have the question in front of me. I guess I'll look at the transcript and we can go question by question because I think building capacity through professional development does change a teacher's behavior in the classroom and does affect instruction. I think that learning the different pedagogy and the different theory that goes into teaching gifted children does have an impact in what a teacher presents and how a teacher presents, and the affective way that he or she may present it in the classroom. I also think that measuring student achievement is a way of knowing that these courses did make a difference in a teacher because there are different domains and different strategies and methods to teaching gifted children and you learn that in these classes. The social development of a gifted child, the way that courses are accelerated, the way that they're developed – all of that goes into and has gone into what these teachers are learning in the courses.

Comm. Hodges: The only problem I have is I'm a little bit jaded. I'm going into my 11th year and we've had professional development each of those 11 years, and each time I got told the same thing. They're all going to be learning this wonderful thing which is going to transform their teaching abilities, on and on, and we are where we are. So the question is a simple question. It's not a series of questions. It's a simple one. How are we going to measure the impact of this course so that you can say something in particular in the course caused this type of improvement? The reason I ask that question is because you can then take it and export it to the rest of the district. But if you don't know what that is, then you can't. That's why I'm looking for the benchmarks which say these kinds of things when implemented appropriately will yield an improvement in whatever area it is. If you don't measure those things then all you've done is paid Rutgers to teach teachers, which may or may not have impacted what they do in the classroom.

Dr. Evans: If I may add to Ms. Peron's response, you're asking a question that professional educators have been asking for more than decades.

Comm. Hodges: Me, too.

Dr. Evans: It's centuries, actually. How do you determine that the teaching, the practicum, all of the experiences that take place at a college or university, in a college of education or school of education, translates into quality teaching and learning when the products of that work gets to the classroom? That's really what you're asking. The answer isn't as easy as it sounds, but it starts with NCATE, the National College of

Accreditation of Teacher Education. It is the definitive entity that goes in to take a look at all of the inputs that a university puts into every single course in the college of education and it makes the determination as to whether or not it is sufficient to accredit them in specific areas. Now, it's not a perfect process obviously because we get too often some of the products of that work that don't provide the best quality instruction.

Comm. Hodges: Like whole language and others.

Dr. Evans: But generally speaking, it works. The unfortunate reality with many colleges and universities, though, is that while they have an NCATE certified program, and that is the national entity that certifies colleges that prepare teachers of education, the big input is who is teaching that class. Unfortunately, too many of the people teaching many of those classes aren't necessarily the college professors. They may be the teaching assistants for the college professors. They may be adjunct professors. That's where it breaks down. So, NCATE takes a look at that as well. There are a minimum number of individuals who aren't the college professors or assistant professors or associate professors teaching those courses. In the end, if you have one of the top rated colleges or universities or schools of education or colleges of education by NCATE, you can expect that generally speaking you're going to get quality teachers from that program. So looking at their rating by NCATE would tell us something. We haven't looked at that yet, but that would be a partial answer to your question. How does NCATE rate them? And then the other part of that answer comes when they come to us and we see the products of their work. If we don't see student outcomes accelerate like we want, then something is awry and that's part of what NCATE looks at as well.

Comm. Hodges: This is my only question of the night so I'm going to go a little further. I went to an engineering school and at that time they considered themselves to be the 3rd best engineering school in the country. That's what they said. I'm not engineering today so that training did not necessarily help me with engineering. What I'm saying to you is because it's a quality teaching environment does not necessarily mean that it translates to any tangible value here in the classroom. All I'm asking you to do is to check and look. Give me a definitive set of benchmarks that you can say let's reach these benchmarks and because of this training I can say that we derived a value for this expense. If you can identify the areas of improvement, you can then take that and export it to the rest of the schools in the district. That's what I'm asking for. But if you don't do that, then if the kids get better you don't know why they've gotten better. You're assuming it's because of the training.

Dr. Evans: No, research is pretty clear on that one. Research is very, very clear on if kids get better, why they got better. It's because of the teaching and leadership in the school. That has been the case for decades as well. It's very definitive. There are no mistakes about that one.

Comm. Hodges: But how do you know that it's not going to come from the natural course of the teaching? Is there a control? All I'm trying to find out is what are you getting for your value that you can measure from Rutgers? That's all I'm asking.

Dr. Evans: Again, you're asking good questions that educators have been asking for a long time and I think the answers are pretty decent answers. If you rely on NCATE and the grades that they get are high, you can typically expect you're going to get high quality teachers from that program. If it's mediocre or low, then you're not necessarily going to get good quality teachers from them.

Comm. Hodges: Are we still the National Board Certification Program?

Dr. Evans: Yes, it still exists.

Comm. Hodges: In the district?

Dr. Evans: I know last year Mr. Bristow was working with some candidates for it. I'm not sure. I haven't heard from him this year, but he was in the lead in actually helping to prepare teachers for National Board Certification and he did have at least two candidates last year he was working with.

Comm. Martinez: If I may, the questions that you're asking are very valid, but to measure that again, like Dr. Evans said, those measurements that you're asking for people have been trying to ascertain those for a very long time. The alternative to what you're asking would be to not provide the professional development because we don't have the metrics to back it up. If that were the case, then we'd be sitting here having the conversation, well why aren't we providing the professional development? So we're giving them the professional development to improve them and that's a good thing. We might not have the metrics in place to measure the improvements, but if the improvements are there and they're getting this development it speaks for itself.

Comm. Hodges: Comm. Martinez, this is my 11th year.

Comm. Martinez: And this is my 1st year.

Comm. Hodges: Absolutely. All I'm trying to say to you is for 11 years I've heard exactly the same thing and we've paid colleges all over the country probably millions for this training, which is going to do all this wonderful stuff. We have yet to check what you actually are getting. That's all I'm saying.

Comm. Martinez: That's valid. Absolutely, but then if we don't provide that, then we'd be sitting here having the discussion, well why aren't we providing it?

Comm. Hodges: I'm not asking not to provide it. I'm simply saying, can we for once begin to say this is what we got for our money?

Dr. Evans: Let me clarify a major point here. We talk about professional development, but this is not professional development. This is pre-service development. This is minimum prerequisites that you have to meet to get your certification in that particular area. That's different from a college professor coming in and doing PD with a group of our teachers. The standard there is much higher. I think it might help if I get the latest of those standards. I used to serve on NCATE committees when I was at the university level and they are rigorous. If you're in a pre-service course there are expectations that have to be followed. When NCATE comes in, they actually go into the school districts that receive those teachers to find out how they're doing, if they're performing, and asking some of the questions actually that you're asking. That's a part of the NCATE standard, in addition to the expectations they hold the faculty to. Again, I qualify that with professors, assistant professors, and associate professors. They are held to a particular standard and NCATE is there to police that, to make sure that standard is held, and then they go out and visit the school districts in that university service area to check to see how those teachers are doing, including student outcomes. But let me get those standards to you.

Comm. Hodges: But when they're checking, what are they looking for?

Dr. Evans: Student outcomes. Are the students doing well? Are they doing as well as we would want them to as suggested by their potential, which means every kid working to their potential? But let me get the standards to you because I think a lot of your questions will be answered just simply by reviewing them. They are extremely comprehensive.

Comm. Mendez: I have a question on A-5, to approve entering into a contract for speech therapy. I'm looking at the amount of \$3,600.00 at a \$75 hourly rate.

Comm. Irving: Let Ms. Peron explain to you why because the question I had last night was that's a pretty low amount, but the explanation makes plenty of sense.

Ms. Peron: That's the amount of money we have left in that line and the contract ceiling when we went for a request for a bid, the proposal. So because we have \$3,600.00 left in the line, we figured let's go into a new contract so that they can provide direct service for our students and that would free up time for our on staff speech evaluators to evaluate our preschoolers. We're still a little bit in a bind with compliance because of the numbers of evaluations coming through early intervention. So if we contract with them, this would provide at least direct service to our preschoolers, freeing up the evaluators, and also providing services to our three year olds who are not yet placed, but because they have been identified they can begin to receive services. We've surveyed those parents and they're not in a preschool program as of yet, but we could provide the direct service already for those children at 90 Delaware and the parents gave us their okay, their approval, and that would begin services for the children. It's no higher than that because we don't have any more money in that line. So we want to take advantage of the money that we do have and at least not let it go before the end of the year and get some more service for our children. That's why it's \$3,600.00. It's \$75 per therapy session and \$87 for a group session. So it will provide a good amount of therapy.

Comm. Mendez: I still definitely think that we need a bigger budget on that line because there are a lot of kids that we need to provide those speech therapy services for. I definitely know.

Legal

Comm. Simmons: The legal committee has not met yet. The legal committee meeting is scheduled for the 9th at 6:00 p.m. Resolutions B-1 and B-2 are the HIB reports, which we received a couple of days ago in our Board packets. So please review those and if you have any questions please direct them to Cheryl and we will bring them up at the legal committee meeting.

Comm. Irving: I just want to go on record as saying thank you and it's about time because the law states that these reports need to be coming to the Board regularly. I'm glad that we're actually starting to do that. I'm happy to see that the reports are coming and hopefully in subsequent months whoever takes over, I know we have a new person starting, these will indeed happen. I just hope that when we get reported in a district of 53 or 54 schools in our district, these cases really amount to the reporting that's necessary.

Fiscal

Comm. Irving: Cheryl, has the fiscal committee met yet?

Ms. Williams: No.

Comm. Irving: This is such a short week, I can understand. You guys are meeting next week?

Mr. Richard Kilpatrick: We were supposed to meet last Thursday...(Comments were made away from the microphone and were not heard on tape.)

Comm. Irving: Great! Are there any questions for the fiscal section, C-1 through C-14?

Facilities

Comm. Mendez: The facilities committee will meet next Monday, the Monday before the regular meeting.

Comm. Irving: Great! What I'd like to do, because I think we're on pace and we're going to end early, is just get an update from Mr. Sapara-Grant on the conversation that we had in closed session to discuss contracts and where we are.

Ms. Pollak: You mean have it in closed session?

Comm. Irving: Yes. We were told two weeks ago that we'd have an update and this is the time that we should have the update. Mr. Sapara-Grant does have some information to give us so I want to make sure the Board has it.

Comm. Hodges: Tonight?

Comm. Irving: Yes.

Comm. Hodges: Closed session?

Comm. Irving: Yes, when we're done here. When we finish all this let's just go in the back and just have that discussion and we can get that update. There are just two very important items.

Comm. Hodges: That's fine.

Policy

Comm. Simmons: The policy committee is also scheduled to meet on the 9th at 5:00 p.m.

Comm. Irving: Are there any questions for Comm. Simmons on the 14 policies that are up for second reading?

Comm. Hodges: Mr. Chair, I'm still concerned over the status of the penmanship that we were promised back in January, which has not emerged, as well as the chess, which is in partial format but has not emerged as a full-fledged policy.

Dr. Evans: If I may, the critical thinking, which includes chess, the draft is complete. I just handed off the penmanship to counsel today to make revisions to that one as well. Now, if you want us to bring the first one forward, we were going to wait until both were done, but we can bring the first one forward and begin to vet it through the process.

Comm. Hodges: Well...

Dr. Evans: I'm taking that to mean yes.

Comm. Hodges: Yes, thank you.

Dr. Evans: Okay. Then we will with that one and as soon as counsel completes her review and revisions to the second one, the one involving penmanship, we'll bring that one forward as well.

Comm. Hodges: Was there a change? I think we had talked about the change of the term 'at least' being added to the copy that I had seen.

Dr. Evans: That you read?

Comm. Hodges: Right, in your office.

Dr. Evans: I made a note of it. I didn't share that with counsel to actually make that change, so I need to give that to Lisa.

Comm. Simmons: Are there any other questions?

Items Requiring Acknowledgement of Review and Comments

Personnel

Comm. Irving: Comm. Cleaves has left for the evening. I know the personnel committee has not met yet. She cancelled her meeting last night, but they are rescheduled for the 10th. Are there any questions on anything you received?

OTHER BUSINESS

Dr. Evans: Mr. President, there's one additional item that just came forward involving conferences and the initiative that we're working on. In fact, we just signed it so we need to explain to the Board what it is and then ask them to support it.

Comm. Irving: Sure. Is Mr. McDowell here?

Dr. Evans: He was here earlier.

Comm. Irving: He might be in his office. I'll give some background on this because I've been on Mr. McDowell to try to get this conference as per the initiative. But there is a conference to Chicago and the topic is Educating Boys of Color. He just found out about it and I wanted to make sure we got it on the agenda, but he really knows more because he's been doing the research to get it going.

Comm. Martinez: When is it scheduled for?

Comm. Irving: April.

Dr. Evans: Yes, a very short turnaround.

Comm. Mendez: The conference is in Chicago, right?

Comm. Irving: Yes, but I think it's worthwhile to make an investment, especially at the end of a budget year if there are still funds. It just makes sense. Mr. McDowell, can you just share with the Board exactly what this conference is and what you expect to get out of it. Then we can bring it up for discussion.

*Comm. Kerr enters the meeting at 6:58 p.m.

Mr. William McDowell: Good evening. At the last meeting, there was a discussion around the formulation of a committee to look at ways of increasing male achievement in the district. As a small committee, we've come up with some strategies, one being trying to place ourselves among some of those school districts and other educational institutions that are gathering around and coming up with strategies on how to increase academic achievement with males, and primarily boys of color. The conference is in Chicago, Illinois and it's called the Gathering of Leaders. It will feature various workshops and sessions on how to construct strategies around increasing male achievement. There are some tours of some schools there. I think some of the experts that are a part of that coalition are Dr. Pedro Vergara from NYU, the Dean of Education at Morehouse College, Boston's school system, Eagle Academy System, which is a charter school academy system, and some others. There is also a professional development arm where there are experts with some of these affiliates that can help districts in formulating methodologies and creating strategies around educating males, especially in urban districts. So that is one of the parts of our research strategy in trying to not go to a conference room and come up with our own strategies, but kind of see what's out there and what are some strategies. The coalition also took part in and encouraged some standardization of standards created with Duncan where they put out a set of standards on how to increase male achievement, especially those in urban centers. They have published a 7-point strategy on how districts can start creating strategies using existing man and woman power or outside evaluators. So it's kind of like the hub around this type of initiative and we wanted to kind of be a part. Not only is the team going, but we wanted to take with us Mr. Johnson who has been a principal school leader and also a data expert because some of these sessions encourage that principals be a part of it because it is around, amongst a lot of things, creating strategies that work given some of the challenges that the urban male has these days.

Comm. Irving: Here's what I'd like to do. They're going to make copies of the action and I'm going to ask for us to go into executive session. The Board can take the copies and look at it as well in executive session and then come out after we deal with what we're going to talk about with you, Chris. We'll come out and actually vote on the action when we come back. So at least you folks will have time to look at the action and go through it before we come back.

Comm. Mendez: Since we don't have any information right in front of us, on that conference how many members of the staff will be traveling, and so on and so forth?

Mr. McDowell: Four members are suggested.

Comm. Mendez: And how much will be the cost of the conference?

Mr. McDowell: The total, including travel, lodging and registration, will be \$4,500.00.

Comm. Mendez: \$5,000.00?

Mr. McDowell: \$5,500.00.

Comm. Mendez: For the group, the total four?

Mr. McDowell: Yes.

Comm. Hodges: I just wanted to commend you. I've been advocating for quite some time that we go out and look at what other people are doing and bring some of those new understandings into our district. I'm just happy to see that and I hope you don't stop with that. There is engineering and computers that we can probably get right down the road. This is a wonderful thing and I encourage you to do a lot more of that. I have one other thing, but it's not related to this. Are the home school council meetings on schedule? Are they online?

Mr. McDowell: They are not online.

Comm. Hodges: How do we get a list of those meetings?

Mr. McDowell: I can poll the coordinators and find out when their next meeting is going to be.

Comm. Hodges: Can we establish a regular calendar?

Mr. McDowell: I know I promised to have a calendar for you at our last meeting. I think we have a good strategy for doing that. Admittedly, it's been challenging, especially towards the end of the year it gets a little more difficult, but it's something that we have to incorporate some new technologies and a little change in procedure. We should be able to make that a little better next year.

Comm. Hodges: You can simply have their liaisons call in when their next meeting is going to be just so that we have a list of when those meetings are.

Mr. McDowell: Yes. Cut me off if I'm being too long. We try to have liaisons submit their meeting schedules or events. Sometimes you have a meeting scheduled for this day and it changes or what have you. So what we desire to do is have a calendar using technology where an employee can just plug in their schedule if something changes.

Comm. Irving: Like a Google calendar type thing?

Mr. McDowell: Yes. I had a good attempt to try to use a Google site calendar, which is a project based website where you have your own calendar. That didn't work out well, but we're working on something with Mr. Barca. We engaged him to automate our incident reporting when we meet with parents, documenting the conversation and the outcomes and resolution. In addition to that, through the Share Point application it allows you to also do calendaring with a little more ease than a Google calendar or some of the others. We submitted some needs work to Mr. Barca and I can keep you up to date with the development of that so that you're not months and months without knowing what we're doing, in case you have some input.

It was moved by Comm. Simmons, seconded by Comm. Martinez that the Board go into executive session to receive updates on contracts. On roll call all members voted in the affirmative. The motion carried.

The Board went into executive session at 7:06 p.m.

The Board reconvened the meeting at 7:30 p.m.

RESOLUTIONS FOR A VOTE AT THE WORKSHOP MEETING:

Resolution No. 4

WHEREAS, on March 15, 2007, the State of New Jersey adopted P.L.2007, c.53, *An Act Concerning School District Accountability*, also known as Assembly Bill 5 (A5), and

WHEREAS, Bill A5, N.J.S.A. 18A:11-12(3)f, requires that conferences/workshops have prior approval by a majority of the full voting membership of the board of education, and

WHEREAS, pursuant to N.J.S.A. 18A:11-12(2)s, an employee or member of the board of education who travels in violation of the school district's policy or this section shall be required to reimburse the school district in an amount equal to three times the cost associated with attending the event, now therefore

BE IT RESOLVED, that the Board of Education approves attendance of conferences/workshops for the dates and amounts listed for staff members and/or Board members on the attached and

BE IT FURTHER RESOLVED, that final authorization for attendance at conferences/workshops will be confirmed at the time a purchase order is issued.

Total Number of Conferences: 4
Total Cost: \$5,564.00

STAFF MEMBER	CONFERENCE	DATE	AMOUNT
Theodore Best	The Coalition of Schools Educating Boys of Color	April 24-27, 2013	\$1,061.50 (registration, transportation, meals)
Supervisor of Special Projects	Chicago, IL		
Christopher C. Irving	The Coalition of Schools Educating Boys of Color	April 24-27, 2013	\$1,778.50 (registration, transportation, lodging, meals)
Board President	Chicago, IL		
Aubrey Johnson	The Coalition of Schools Educating Boys of Color	April 24-27, 2013	\$1,778.50 (registration, transportation, lodging, meals)
Assistant Superintendent	Chicago, IL		
Manuel Martinez, Jr.	The Coalition of Schools Educating Boys of Color	April 24-27, 2013	\$1,778.50 (registration, transportation, lodging, meals)
Board Member	Chicago, IL		
William McDowell	The Coalition of Schools Educating Boys of Color	April 24-27, 2013	\$1,061.50 (registration, transportation, meals)
Director of Family & Community Engagement	Chicago, IL		
Alex Mendez	The Coalition of Schools Educating Boys of Color	April 24-27, 2013	\$1,061.50 (registration, transportation, meals)
Board Member	Chicago, IL		
Kenneth Simmons	The Coalition of Schools Educating Boys of Color	April 24-27, 2013	\$1,778.50 (registration, transportation, lodging, meals)
Board Member	Chicago, IL		

It was moved by Comm. Mendez, seconded by Comm. Guzman that Resolution No. 4 be adopted.

Comm. Martinez: I don't know if this is even possible to perhaps have an amendment to include other Board members to attend this. This is something I personally am very vested in and I would love to have the opportunity to perhaps participate. I'm not sure what ramifications or what would have to...

Comm. Irving: Cheryl, do we have the ability to do that?

Ms. Williams: Yes.

Comm. Irving: We can just add another Board member and take it out of the conference line that we haven't used all year anyhow.

Ms. Williams: Just increase the amount by the same amount.

Comm. Irving: The per person cost would be increased by \$1,058.50.

Ms. Williams: No.

Comm. Martinez: \$1,723.50.

Ms. Williams: Right.

Comm. Irving: So Comm. Martinez would like to be added so we will make an amendment.

Comm. Simmons: So would I.

Comm. Martinez: Comm. Simmons, too.

Comm. Guzman: Hey, why it is all males?

Comm. Simmons: Because, because.

Comm. Irving: It's a male conference. Seriously, if this is something that you guys are interested in, we can certainly add to it. We can do it tonight? All I'm going to do then since we have a motion on the floor is ask for an amendment to this current action to add Commissioners Mendez, Simmons and Martinez to the list. Can somebody tell me the total amount?

Comm. Martinez: \$1,723.50.

Comm. Irving: No, because it's three of you. I just need somebody to add \$1,723.50 times three. Where's Joanne when you need her? So the new total will be \$10,734.50.

Comm. Hodges: Dr. Evans, while I am not interested in going to this Chicago event, I certainly am, as you well know, very interested in being part of this process. I do think that this and other things have to occur. So I want to make that very clear.

Comm. Irving: I was going to suggest that maybe you should represent the Board on the subcommittee.

Comm. Hodges: On the what?

Comm. Irving: The committee that Mr. McDowell is chairing.

Comm. Hodges: That's fine. I have no problem with that at all.

Comm. Irving: Great!

Comm. Hodges: I definitely want to be part of that committee. I just wanted to make that statement, but I don't want to go on this trip.

Comm. Irving: I just need a quick motion to amend the current action to include Comm. Mendez, Comm. Martinez, and Comm. Simmons, and to update the cost now to \$10,734.50.

It was moved by Comm. Simmons, seconded by Comm. Mendez that Resolution No. 4 be amended. On roll call all members voted as follows:

Comm. Guzman: Yes.

Comm. Hodges: Abstain.

Comm. Kerr: Pass.

Comm. Martinez: Yes.

Comm. Mendez: Yes.

Comm. Simmons: Yes.

Comm. Kerr: Yes.

Comm. Irving: Yes.

The motion carried.

Comm. Hodges: Point of order. Mr. Mendez was quite correct. He might want to abstain on his own name, even on the amendment.

Comm. Irving: That's what I thought. Right, because it includes him.

Comm. Hodges: Because it includes him. So you might want to change your vote before the totals are taken. You need to change your votes for yourselves.

Comm. Irving: Let the record show.

Comm. Mendez: I want to formally change my vote to abstain on my name or anything that has to do with my name.

Comm. Martinez: I'd like to formally change my vote to abstain on anything having to do with my name.

Comm. Simmons: I'd like to formally change my vote on the amendment to abstain from my name.

On roll call all members voted as follows on Resolution No. 4 as amended:

Comm. Guzman: Yes.

Comm. Hodges: Abstain.

Comm. Martinez: Yes, abstaining from the portion dealing with my name.

Comm. Mendez: Yes, also abstaining from anything that has to do with my name.

Comm. Simmons: Yes, abstaining from my name.

Comm. Kerr: I say yes, but I abstain from anything that has to do with me personally.

Comm. Irving: Yes, abstaining from anything that has to do with me personally.

The motion carried.

Comm. Irving: Mr. McDowell, great job and thank you for making this work. Are there any additional questions or comments?

Comm. Mendez: I have a comment regarding Garrett Morgan Academy. Dr. Evans, regarding a chemistry teacher, it's my understanding...

Comm. Irving: Comm. Mendez, you can have this conversation with him offline, can't you? I just want to adjourn.

It was moved by Comm. Guzman, seconded by Comm. Mendez that the meeting be adjourned. On roll call all members voted in the affirmative. The motion carried.

The meeting was adjourned at 7:39 p.m.