

BOARD OF EDUCATION  
(Official)

February 8, 2012  
Elizabeth, New Jersey

A special meeting of the Board of Education was called on February 8, 2012 at 6:00 p.m., in the Multi Purpose Room, Donald Stewart Center for Early Childhood Education, 544 Pennsylvania Avenue, Elizabeth, New Jersey.

Board President Marie Munn presented the following statement at 6:15 p.m.

“Ladies and Gentlemen, good evening. This is a special meeting of the Board of Education. Pursuant to New Jersey Statutes and the rules adopted by the Board of Education, notice of this meeting was sent to Worrall Community Newspapers, The Star Ledger and Cablevision of Elizabeth on Thursday, February 2, 2012. In addition, this notice is posted on the Bulletin Board in the lobby of 500 North Broad Street, and pursuant to this act, a copy has been filed with the City Clerk of Elizabeth.”

“I wish to extend a warm welcome to everyone present to this February 8, 2012 meeting of the Board of Education. We are here to govern, provide management oversight, and make policy for the district. The Superintendent manages the district. This is a meeting of the Board in public, not a meeting of the public.”

“This meeting is being recorded and will become part of the Elizabeth Board of Education permanent record. In order that the recording will adequately reflect the proceedings, please refrain from talking while others are speaking. I also ask that you silence the sound on your electronic devices. Since it is legally mandated that these proceedings be accurately recorded, I may have to ask for order periodically should noise begin to interfere with our recording capabilities. I am pleased that you have taken time this evening to join us. Thank you for your interest in the Elizabeth Public Schools.”

“There will be a public portion for citizens to address the Board. Participants for the public portion must sign in one hour prior to the advertised start of the meeting so that they may have the opportunity to speak. The sign-in sheet states the name, address, telephone number and reason that the person wants to comment, whether it is an agenda item or a general education comment.”

Present: Mrs. Castillo-Ospina, Messrs. DaSilva (arr. 6:21 p.m.), Donoso, González, Nazco, Perreira, Trujillo (arr. 6:22 p.m.), Mrs. Munn – 8

Absent: Pastor Burgos – 1

Superintendent of Schools Pablo Muñoz, School Business Administrator/Board Secretary Harold E. Kennedy, Jr., Board Attorney Kirk Nelson, Assistant Superintendent for Schools Jennifer Barrett, Assistant Superintendent for Family and Community Outreach Jerome Dunn, Executive Director for Human Resources/Labor Attorney Karen Murray, Assistant Board Secretary Donald Goncalves and members of the public were in attendance.

Mr. Francisco González gave the invocation.  
Pledge of Allegiance  
Pledge of Ethics  
Core Beliefs and Commitments

Mrs. Munn requested a motion to go into Private Session to consider matters exempt under the Open Public Meetings Act, specifically for discussion of legal matters, specifically internal review. The Board will reconvene in public to take formal action.

A motion was made by Mr. Donoso, seconded by Mrs. Castillo-Ospina, to go into private session at 6:20 p.m.

The motion was carried by the following vote:

Affirmative: Mrs. Castillo-Ospina, Messrs. Donoso, González, Perreira, Nazco, Mrs. Munn – 6

Negative: None

The Board reconvened in public at 7:35 p.m. to continue with the meeting and take formal action.

Authorizations Report – Authorization to Make Application, etc.

A motion was made by Mr. González, seconded by Mr. DaSilva, that the report be accepted.

The motion was carried by the following vote:

Affirmative: Mrs. Castillo-Ospina, Messrs. DaSilva, Donoso, González, Perreira, Nazco, Mrs. Munn – 7

Abstain: Mr. Trujillo – 1

Negative: None

Award of Contracts Report – Award of Contracts, etc.

A motion was made by Mr. Trujillo, seconded by Mr. González, that the report be accepted.

The motion was carried by the following vote:

Affirmative: Mrs. Castillo-Ospina, Messrs. DaSilva, Donoso, González, Perreira, Nazco, Mrs. Munn – 7

Abstain: Mr. Trujillo – 1

Negative: None

The first reading of the Acceptable Use for Technology – Electronic Mobile Device Use Regulation and Exhibit File Code 6142.10 was done.

Mrs. Munn presented the following public participation statement.

“At this time, the microphones are open for public comment to those who have signed in prior to this session. I shall call individuals to the microphones based on the order of the sign-in. Each statement made by a participant shall be limited to three minutes in duration. The total time of public comment shall be limited to sixty minutes. No individual is able to yield their time to another individual. All statements shall be directed to the presiding officer; no participant may address or question Board members individually. The following rules for public participants shall apply: time limits will be strictly enforced, no personal attacks on individuals, no vulgar or indecent language, a person may address the Board no more than once during a single meeting, speakers should refrain from naming individuals, and comments or questions posed during public participation will not be debated. As a reminder, this is a meeting of the Board in public, not a meeting of the public.”

Since there were no citizens signed in to address the Board, Mrs. Munn declared this portion of the public meeting closed.

Mr. Trujillo excused himself from the meeting at 7:50 p.m.

Superintendent Pablo Muñoz stated that the Board has had training with the Center for Reform of School Systems in the Reform Governance in Action<sup>®</sup> program and one of the elements was to have management oversight workshops. Mr. Muñoz stated that Board member Francisco González works with the Panasonic Foundation and spoke with the consultants to give the Board and the public an overview of the work that is done by the Panasonic Foundation. Mr. Muñoz introduced Panasonic Foundation Senior Consultants Andrew Gelber and Dr. Betty Jo Webb who presented the management oversight workshop on the partnership between the Elizabeth Public Schools and the Panasonic Foundation.

Senior Consultant Andrew Gelber of the Panasonic Foundation commented that he appreciated the opportunity to come before the Board along with Senior Consultant Dr. Betty Jo Webb to present the management oversight workshop on the Panasonic Foundation. Mr. Gelber stated the objectives included the Board becoming better informed about the partnership, the Board benefiting from the Panasonic Foundation perspective on Elizabeth Public Schools strengths and challenges, and the Board getting a sense of the partnership impact on the Elizabeth Public Schools. Mr. Gelber stated that the Panasonic Foundation does not give grants but that they do work as Senior Consultants in collaboration with the district. Mr. Gelber introduced a video presentation of “The Panasonic Foundation at 25 Years.” Mr. Gelber stated that the Matsushita Electric Corporation of America was established in 1984 and is now known as the Panasonic Corporation of North America (PNA), and that the Panasonic Foundation was established with the purpose being to give something back to America by improving public education and student learning. Mr. Gelber stated that Sophie Sa was the Founding Executive Director of Panasonic Foundation from 1984 through 2005 and Mr. Larry Leverett is the current Executive Director of the Panasonic Foundation and only the second Executive Director.

Mr. Gelber stated that the mission of the Panasonic Foundation is to partner with selected public school districts and their communities to break the links between race, poverty, and educational outcomes by improving the academic and social success of ALL students: ALL MEANS ALL! Mr. Gelber stated that the Panasonic Foundation Theory of Action has six strategic leverage points including improvement of teaching and learning with the focus on the instructional core, evidence based accountability, development of leaders at all levels of the system from classroom to boardroom, organizational learning, facilitation of courageous (“tough”) conversations, and development of strategic alliances and community partnerships to advance the work of breaking the links. Mr. Gelber stated that the organizational chart includes a Board of Directors, an Executive Director, Assistant Executive Director, two support staff members and a team of ten to fifteen Senior Consultants. Mr. Gelber stated that the Panasonic Foundation has nine partnership school districts around the country including Elizabeth, Racine, Columbus, Norfolk, Norristown, San Diego, Hempstead, Stamford, and Highline. Mr. Gelber stated that Elizabeth is the only one in New Jersey.

Mr. Nazco asked if there were any previous New Jersey districts that partnered with the Panasonic Foundation.

Mr. Gelber responded that there were not any others from New Jersey. Mr. Gelber stated that there are two special projects school districts, Montgomery County, MD and Philadelphia, PA and that they are currently exploring partnerships with Oakland, CA and Dracut, MA. Mr. Gelber explained that districts need to serve 6,000 or more students with at least 30% qualifying for free or reduced price lunch. Mr. Gelber stated that the Panasonic Foundation sponsors the New Jersey Network of Superintendents which currently has twelve Superintendents and Superintendent Pablo Muñoz has the distinguished honor of being one of the twelve.

Mr. Gelber stated that the focus areas across the partnerships in all districts are grounded in building capacity at all levels of the system to focus and improve the instructional core of teaching and learning, helping school systems to develop processes and protocols to implement and sustain initiatives related to improving both student performance and organizational

effectiveness, and identifying achievable results and using indicator of success to monitor the effective implementation of strategies which are co-developed and customized for each district.

Mr. Gelber explained that the components which are a way of working include a long-term commitment of up to ten years, customized and not one size fits all, the three-legged stool approach consisting of the Board, administration, and unions/associations, Senior Consultant monthly site visits, conference calls, Leadership Associates Program (LAP), New Jersey Network of Superintendents, and capacity-building and coaching. Mr. Gelber stated that the partnership with the Elizabeth Public Schools is a result of their outreach to 24 urban New Jersey districts, a comprehensive site visit to the district by a team of five individuals including the Executive Director, Assistant Executive Director and three Senior Consultants, school visits, interviews with staff, board members, parents, and community representatives, and review of documents including the Strategic Plan and student performance data. Mr. Gelber stated that the Elizabeth Public Schools demonstrated readiness in the centrality of the partnership to the district's agenda, the partnership squarely focusing on the core business of improving teaching and learning, dedication of time, focus and energy by key system stakeholders including the superintendent, board, and associations, an atmosphere and relationships of candor, trust and openness, and shared ownership for success and mutual accountability. Mr. Gelber stated that the Elizabeth Public Schools had pre-existing building blocks prior to June 2008 including Keys to Excellence Strategic Plan which set forth the vision, mission, core beliefs and a specific theory of action managed instruction, overarching objectives for student achievement, three guiding principles of love, leadership and a laser-like focus on teaching and learning, and a learning organization infrastructure including Keys to Excellence Council, Cohorts, and the "Elizabeth Way" curriculum. Mr. Gelber stated that all of these grounded the work of the partnership and helped guide the development of areas for focus. Mr. Gelber stated that the Panasonic Foundation spends approximately \$100,000.00 annually for a total of approximately \$1,000,000.00 over the anticipated ten years of the partnership and that it is not a huge amount compared to those foundations that do their work by giving grants.

Mr. González commented that this is a serious investment on behalf of the Panasonic Foundation and we can see the outcome.

Mr. Gelber stated that this is a customized approach and for the last 3½ years most of the content and focus of the partnership work has been in five broad areas. Mr. Gelber stated that the first area is helping the school level to develop a planning process that will really help them move forward with the district as a whole. Mr. Gelber stated that the next area is helping the district as a whole to develop and carry out a shared definition of effective or rigorous teaching because a district that doesn't know what good teaching looks like and has not found a way to define it for everyone cannot move forward toward effective teaching in every classroom. Mr. Gelber stated that the third area is the Assistant Superintendents' Plan to build the capacity of the Assistant Superintendents to coach, mentor, supervise, and evaluate the instructional leadership of principals and vice principals because that role of coaching and evaluating building level leadership is critical. Mr. Gelber stated that the next area is the Teaching and Learning Teams to design specific processes and plans for supporting growth and improvement in the district's lowest performing schools. Mr. Gelber stated that the last area of focus is assisting and supporting the implementation of Instructional Rounds as a strategy to build a system-wide community of learners who develop a common language around instruction, thereby increasing their capacity to observe, describe, provide and support effective instruction.

Mr. Gelber asked if there were any questions.

Mr. Perreira asked about the Instructional Rounds, what is the process, and how does that translate to a change.

Dr. BettyJo Webb explained that Instructional Rounds consist of a cadre of people within the district and across schools and was designed as a way to go in and learn how to look at

instruction, higher order thinking, and add more rigor to the instruction. Dr. Webb stated that it is not an evaluation but a learning process and to be able to ask “Why do we think it is happening?” Dr. Webb stated that the team leaves the school with the next steps and the central office next steps and creates a co-ownership for moving the school forward around the problem that has been identified. Dr. Webb stated that they asked building based people about this particular strategy and they gave eloquent answers including that they have learned how to talk about instruction. Dr. Webb stated that an important follow-up question is to ask “Are they doing what should be done based on the information given to them?”

Mr. González stated that it is not an evaluation and it is not to critique but to help and get the opinions of different experts on what is the best plan for adaptation.

Mr. Gelber stated that an added way to explain this is calibration and the importance of a shared definition of what really counts as rigorous or effective teaching. Mr. Gelber explained that this is not an Elizabeth issue but an education issue and that there are some things that never really got defined and unless they are defined, district by district, people cannot move forward. Mr. Gelber stated that an example is if the Board, superintendent, principals and teachers want to ensure that all students all the time are doing work that is truly of grade level rigor, then people have to work on calibrating and bringing together what that really means. Mr. Gelber stated that Instructional Rounds offers one tool for doing that because it brings people into schools and classrooms together to look at actual work, actual lessons, what students are doing and what teachers are doing and asking if that looks rigorous according to the criteria. Mr. Gelber stated that this is one area that the field of education is doing that was not always there as a starting point.

Mrs. Munn stated that the language is familiar and a reminder of the Center for Reform of School Systems (CRSS) training with the Broad Foundation. Mrs. Munn stated that this work is more involved and is being implemented in each school and classroom.

Mr. González stated that the same caliber of training that we received with CRSS is being given at the administration level by the Panasonic Foundation with respect to teaching.

Mr. Gelber explained that they customize their work and rapidly realized in Elizabeth that the Board worked with the Broad Foundation so they could focus on instruction and learning. Mr. Gelber stated that the school level plans provide a framework for monitoring progress, refining and revising strategies and informing next steps, provide school level staff with a tool for linking school level strategies to school level and system level objectives for student achievement, and provide central office support staff with a unique school portrait that facilitates customized assistance. Mr. Gelber stated that the shared, system-wide definition of rigorous instruction and effective teaching takes the mystery out of the question, “What does good teaching look like?” Mr. Gelber stated that it makes possible a system-wide conversation about instruction that spans all grades and subjects and provides a concrete, observable description that can be used as the basis for fine-tuning and improvement. Mr. Gelber stated that the Assistant Superintendent’s Plan evaluates and supports the effectiveness of principals and vice principals in leading and contributing to their schools’ academic success, that it creates common expectations and consistency that are not dependent on which Assistant Superintendent is connected with a particular school and emphasizes the improvement of teaching and learning at the school level, the instructional core, as the defining focus of the work of central office support staff. Mr. Gelber stated that the teaching and learning teams help schools to maintain a strong focus on improving instruction and implementation of system-wide initiatives, facilitate the development of cross-functional central office supports based on school needs, and emphasize the responsibility of central office staff to know schools well so they can be appropriately challenged and supported. Mr. Gelber stated that the instructional rounds create a system-wide community of learners, build skills in observing instruction and in determining how to improve it, and identify patterns of

practice across classrooms and schools and help generate school-level and system-level agendas for the next level of work.

Mr. Gelber explained that how they work is by conducting individual and team meetings connected to the various components of mutually agreed on achievable results, strategies, and indicators of success, field testing and refining co-created processes and protocols for observation of classroom practice carried out in collaboration with Assistant Superintendents and/or teaching and learning teams, and facilitating longer-term planning conversations during the twice yearly Leadership Associates Program (LAP) Institutes, connecting individuals and groups to promising practices in other school districts, nudging individuals and groups on processes and practices in need of improvement with tough conversations, regularly touching base with leadership of the teachers' association and principals' association, Board, and administration and visiting schools to assess effectiveness of implementation of system strategies and to stay grounded and keep it real. Mr. Gelber stated that success is measured in the measurable growth in student performance which is the bottom line and in the annual partnership review including discussions between Senior Consultants and Elizabeth Public Schools individuals and groups focused on the achievable results, strategies and indicators of success agreements and review of the year's work. Mr. Gelber stated that the Senior Consultants report to the Executive Director concerning the year's movement toward accomplishing the achievable results, strategies, and indicators of success and the Executive Director reports to the Foundation Board of Directors.

Mr. Gelber stated that strengths include coherence, consistency, commitment, candor, and courage. Mr. Gelber stated that coherence is the five areas of focus taken together and constitute a coherent approach to improving teaching and learning and there is synergy between and among the five areas. Mr. Gelber stated that the consistency is the five areas of focus with some minor changes in emphasis that have guided the partnership work for several years. Mr. Gelber stated that Elizabeth is doing this a little different from other districts that have a different focus each year and we celebrate that Elizabeth is doing this the right way because with a few changes the five areas of focus have stayed consistent over the past three years. Mr. Gelber stated that commitment is the wide variety of EPS stakeholders who have shown their willingness to devote the needed time and energy for moving forward the district's improvement agenda. Mr. Gelber stated that candor is the wide variety of EPS stakeholders who have been willing to share information and perspectives and to accept guidance and constructive criticism. Mr. Gelber stated that courage is the district has been increasingly willing to "call out" the issue of equity on behalf of academic success for ALL students.

Mr. Gelber stated that there are several challenges and questions related to capacity including how many new initiatives can be introduced, how quickly, and with what level of fidelity in implementation, what is the district's bench strength and are there enough people poised to step in skillfully to key system or school level leadership roles, what needs to be done so that all system departments are helping to advance the teaching and learning agenda with effectiveness and will resources continue to be available to support the district's planned improvement agenda. Mr. Gelber stated that the work ahead includes work with system leaders to continue emphasis on capacity-building at all levels of the system, continue emphasis on coherence so there is increasing synergy between and among the initiatives, provide effective instructional leadership supports for principals and vice principals, continue and enhance the productive relationships between and among the three legs of the stool and develop specific strategies for sustainability.

Mr. Gelber asked if there were any questions.

Mr. González stated that he participates in the Panasonic Foundation Leadership Associates Program (LAP) and it includes representation from the two association presidents who can take the information back to the membership to show that we are including everyone in this process. Mr. González stated that he is pleased that the Elizabeth Public Schools was chosen to partner with the Panasonic Foundation and that this program benefits the children.

Mr. Perreira thanked Mr. Gelber and Dr. Webb for the informative presentation and for selecting the Elizabeth Public Schools to form a partnership. Mr. Perreira stated that he did not realize the level of involvement of this program and the partnership with the Panasonic Foundation and thanked everyone who participates for being open. Mr. Perreira stated that every Board member has a stake in the education here and doesn't want any child to have mediocre education.

Mrs. Castillo-Ospina thanked Mr. Gelber and Dr. Webb for the presentation. Mrs. Castillo-Ospina stated that she became a Board member because of all the changes the last few years and that we have a very strong leadership. Mrs. Castillo-Ospina stated that she was fortunate to participate in the Broad Foundation training which is similar, that the mission statement and theory of action is imbedded, that the philosophy is implemented and that the leadership that we have is committed to learning, teaching and achievement which are the basis for education and perhaps we can be a model for other districts.

Mr. Nazco thanked Mr. Gelber and Dr. Webb for the presentation. Mr. Nazco stated that since we have had training through CRSS and the Broad Foundation we understand the process and understand where we want the superintendent and his administration to go. Mr. Nazco asked how closely aligned is what you are advising to our core beliefs and commitments and are you just going along with what we have in place or are you adding to what we have in place to make it better.

Dr. Webb stated that they are not just going along with what you already have in place. Dr. Webb stated that the alignment piece is close to their heart because it is your work and not theirs. Dr. Webb stated that if they are not adding value and adding value means helping to make better what you have in place, then sometimes that means coaching to get rid of something and coaching to help change something with the use of the verbs nudge and recommend. Dr. Webb stated that they would not be good partners to just go along with something that they think can be done better, that they share knowledge that they have acquired from across the country, and interact with team members. Dr. Webb stated a specific example is that there have always been some types of protocols to look in on instruction and what you have now is much better, and the administration can attest to it, by first talking about it, by using your schools as a laboratory to go in and practice and come back and talk about it more and further refine it. Dr. Webb stated that it is much better at this point than it was a few years ago before they started talking about it. Dr. Webb stated that this is a specific example of something that was in place sort of with various groups using different protocols and at one point they felt they needed to use different protocols. Dr. Webb stated that they have now come together and they are using one protocol that has been agreed upon. Dr. Webb stated that is a specific example of not going along with what is already in place and their job is to try to make it better and that is how they add value and bring knowledge from other places.

Mr. Nazco commented that he asked the question because the Board has had the CRSS training and understands what the objectives are but now he understands that they are taking the piece we have now, adding value to it and disseminating that from the administration down into the classroom. Mr. Nazco stated that this is what we believe is going to get us to meet our goals and this is how we are going to implement it.

Mr. Gelber stated that part of the answer to the question has to do with the difference between vision, mission, objectives and then the strategies for how we are going to get there. Mr. Gelber stated that part of why they are here as a partner is because of your core beliefs and commitments. Mr. Gelber stated that your district vision is among the strongest they have seen anywhere but the superintendent on down has the question to ask in the classroom, in the school, and in the departments how are we going to organize our work to get there and that is the area of our focus.

Dr. Webb stated that they have no need to change managed instruction or your theory of action and that the relationship they have with the school district resulted in one component being added since they came. Dr. Webb stated that while talking about unpacking managed instruction there was an additional component that was missing and it was added and that is adding value. Dr. Webb stated that the district theory of action is very strong and there is no need to change it but unpacking it and making it come alive is part of our work.

Mr. Nazco stated that the role of the Panasonic Foundation is different when they go into other school districts if they don't have a vision, mission, and a theory of action yet. Mr. Nazco stated that here the Board is involved and wants to know exactly what the results are going to be but the interaction of the Foundation at the Board level might be less because we already have that in place.

Mr. Gelber stated that in this district the Board interaction is less but at other districts the interaction is greater because it needs to be because some of the Boards in some of our partner districts are still struggling to know what it is to be a Board, what to do, how to talk to each other and how to have civil relationships with their unions and superintendent. Mr. Gelber stated that in those cases that is the starting point. Mr. Gelber stated that their work has no need to do that in this district and their work is focused on the strategies in the classroom at the school level and reaching that level. Mr. Gelber stated that tonight's title, management oversight, is a clear message that you know the role of the Board and the role of the superintendent and his staff. Mr. Gelber offered services to the Board if there comes a time when more frequent or more substantive interaction with what you think we have to offer would be helpful.

Mr. Nazco commended the Superintendent for bringing the Broad Foundation and the Panasonic Foundation partnerships to us and allowing us the opportunity to be trained and to be better Board members so we can understand clearly what our role is in providing oversight to the district and allowing the Superintendent to manage the district effectively so we can reach our goal.

Mrs. Munn thanked Mr. Gelber and Dr. Webb for the presentation. Mrs. Munn stated that one of the things that was first discussed when the Panasonic Foundation came was the collaboration between the Board, administration and the union. Mrs. Munn asked what role the union has in this collaboration.

Mr. Gelber stated that the Leadership Associates Program (LAP) are meetings held twice a year when groups come together, including the group from the Elizabeth Public Schools, to take a look at the body of work that was discussed here. Mr. Gelber stated that from the very beginning the Elizabeth Public Schools team has included the Superintendent, staff, at least one Board member, president of teachers' union and the president of the principals' and supervisors' association. Mr. Gelber stated that even though they are only a couple of times a year they are important because that is a moment in time when all those different layers of the organization have a chance to get really clear on where are we trying to get to in the classrooms and in the schools for this coming year. Mr. Gelber stated that we are continually interacting with the union and association and try to understand what are the issues that the leadership roles are presenting to them and how can our work be informed by the needs and interests of their constituents. Mr. Gelber stated that one of the areas they discovered is that there is an interest in helping principals do some thinking as a group as to what they need from the Elizabeth Public Schools to be even more effective as the instructional leader of their building.

Dr. Webb stated that there is a question of sustainability that was put forth in one of our site visits because we won't be in the roles we are in forever and while we are in those roles we need to think forward about what needs to be put in place so that all of the good work is not destroyed with another leader coming in our place.

Mr. Gelber stated that the last institute was held in Orlando, Florida and another partner district was trying to introduce Instructional Rounds but they were running into that challenge that teachers were feeling as if this was just about administration being out to get us and the administration was trying to think how they could convince the teachers' union that this can be a learning process together. Mr. Gelber stated that Assistant Superintendent Olga Hugelmeyer and teachers' union leader Rose Carreto worked as a team with the other district to explain how the administration and the union in our district have created a relationship so that union type issues don't stand in the way of a process like Instructional Rounds. Mr. Gelber stated that would not have been possible if those two roles from Elizabeth Public Schools had not been at the same table at the same time. Mr. Gelber stated that it sent a very powerful message to the other district that it can be done.

Dr. Webb stated that a second district heard about the conversation and has implemented a version of Instructional Rounds as a result.

Mr. González stated that we have a very good working relationship because both of our union presidents are involved and part of any process, programs and decisions and they will oppose us when they think something is not fair. Mr. González stated that all of the stakeholders are involved and when a member approaches the president she is informed and knows what is going on with anything we are trying to implement. Mr. González stated that having this presentation at a management oversight meeting allowed for more detailed information for the Board members and thanked Mr. Gelber and Dr. Webb for the informative presentation. Mr. González stated that he is proud of the work we do with the Panasonic Foundation for the good of the children and to let our children shine.

Mr. Gelber and Dr. Webb thanked the Board and administration for all they do on behalf of the children of the Elizabeth Public Schools and for the opportunity to share the partnership work.

On a motion by Mr. Nazco, seconded by Mr. DaSilva, the meeting was adjourned at 9:20 p.m.

The motion was carried by the following vote:

Affirmative: Mrs. Castillo-Ospina, Messrs. DaSilva, Donoso, González, Nazco, Perreira, Mrs. Munn – 7

Negative: None

Harold E. Kennedy, Jr.  
School Business Administrator/Board Secretary