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>> Good evening, everyone.

I'd like to call this meeting.

As a reminder, please note that panel meetings are now being live streamed over the Internet for the convenience of those unable to attend.

A recording and transcript will be posted to the panel website following the meeting.

Also please note that if you signed up for public comment regarding an issue pertaining to your school's personnel, we will ask that you speak with one of the staff members in the audience.

They will discuss the matter with you and take down specific information for followup.

Thank you.

I will now ask our secretary to please do roll call.

>> Fred Baptiste.

>> Present.

>> Elezor Cleveland.

Deborah Dillingham.

>> Present.

>> Norm infrastructurer.

>> Present.

>> Camilla Hanks.

Lori.

>> Present.

>> Robert Powell.

>> Present.

>> Roberto Soto.

>> Present.

>> Now I'm going to ask if everybody on the stage please introduce themselves.

>> Larry Becker, division of human resources.

>> Kathleen Grimm, deputy chancellor for operations.

>> David Russ, executive director, contracts.

>> Laura Zingman, president appointee.

>> Miguelina, mayoral appointee.

>> Fred Baptiste, Brooklyn borough president, appointee to the panel.

>> Norm, mayoral appointee.

>> Chancellor.

>> Carmen, chancellor.

>> Courtney Jackson Chase, secretary.

>> Vanessa Leon, mayoral appointee.

>> Robert Powell, Bronx borough president.

>> Lori, mayoral appointee.

>> Deborah Dillingham, wins borrow appointee.

>> (Inaudible).

>> Thank you.

So the first order of business this evening will be approving the minutes from the August 21st panel meeting.

Is there a motion to approve the minutes from the August 21st panel meeting?

Thank you, panel member.

Is there a second?

>> Second.

>> Thank you, panel member Robert Powell.

Please raise your hand if you vote to approve the minutes.

Eight in favor, unanimous.

Thank you, madam secretary.

Chancellor, I know you have updates you'd like to share with us this evening.

>> Well, first of all, I want to say what a smooth and wonderful beginning of school year it was. It's almost hard to believe they were only in the second week.

It feels like we've been in place for a month.

And I think certainly the fact that we were able to start this year with 20,000-plus extra prekindergarten kids is a real achievement, certainly in the mayor's office, as well as the DOE.

And we have over 51,000 students in both our CBECs and public schools.

We also started the year with an additional 80 minutes of professional development for teachers.

And I've been attending some of them, as has our whole staff.

And they have been very well received, and I think they are also very exciting.

And many principals are telling me that it has also brought community back to their schools in certain ways.

And as we move through the year, this time will also be used for specialty teachers.

Certainly our teachers and science teachers can be moved out of their schools if they are the only ones of the kind in the building.

I can do more of that.

I've also started visiting the 40 minutes of parent engagement which has been really exciting, and it's been very different in every school.

One of the schools I went to, he moved it to a Friday.

It was a welcome back.

And he had, I would say easily 400 parents.

We also had Bring Your Dads to School day, or male friends or older brothers.

One of the schools I went to in the Bronx had 200 males coming in to visit PS69.

A school in Queens had 100 fathers coming in to have breakfast with their sixth grade students.

And the principal said to me he never thought there would be such a powerful day.

So we're inviting schools that didn't do it or want to do it again to do it more often during the school year.

So we're really calling it -- I'd like to call it testosterone day but, you know, obviously take your male person to school I think is really, really great.

We're also collecting best practices that principals are using in terms of parent engagement.

And they have been so different in every school.

And as usual, I'm going to be putting out a handbook so other schools that may be struggling with new ideas can get some good things going in their own school.

I would say the other major change that we made over the summer has been that we now have taken the division of instructional support and we've created two divisions.

So we have a division that is in charge of special education with its own standalone head.

And now we have the English language division as a standalone and we think this is really wonderful.

Malladi who used to be a PEP member is now the head of that division and has now started meeting with all the advocates in the state and everybody else.

And yesterday we had the pleasure of meeting with the queen of Spain.

Tomorrow I'm getting to meet the king.

And we're going to have some memorandum of understanding of how we might share teachers and encourage the use of more Spanish in our schools as well as French, Arabic and Mandarin Chinese.

So I'm really looking at dual languages being one of the major initiatives of this administration. And I'm also happy to say that we have rolled out the \$23 million worth of arts money.

So I'm actually looking forward to the report.

But also more important than just the report, I've asked Dr.

Jerry Ross, who I have tremendous respect for and who I've worked with many years, he himself as a musician had music instruction at NYU but also I think is one of the best deans of schools of education in the city at St.

John's university.

Jerry was also the person who said yes when I've asked him to work with the school, and I've asked him to sit on the fund for public schools so that he will be a voice for arts from within, as well as without.

So I'm really thrilled that this is the direction we're going.

And there's lots and lots of more good news, but one of the reporters referred to me as giddy.

So I don't want to be too giddy.

But know that we're really going in the right direction, and I'm very excited about it.

Thank you.

>> Thank you, chancellor.

Before we get into the voting items, we will first hear presentation from the arts advisory committee to the panel.

I'd like to ask Paul King, executive director of arts and special projects, and committee chair Darrell Gross to please share the committee's annual report with the panel.

>> Great.

Thank you very much.

We really appreciate being here tonight.

We also have panel committee members in the audience as well.

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But the arts committee, we thought it only appropriate to start with a musical selection for the panel tonight.

We have the Fort Hamilton Concert Chorus performing for us tonight.

We will do two numbers initially and then book two additional numbers.

Would you like to take it away?

>> I do have to say one thing about Fort Hamilton.

These stories you can't make up.

I went to have my haircut, and your principal was sitting, let's see, right next to me.

And as a result in those 45 minutes, we developed a lot of new ideas for Fort Hamilton.

One of them is sing.

So you know you have that as your responsibility.

So it's a pleasure to have you today.

Regards to your principal.

Thank you.

[APPLAUSE] it's a privilege to come before, as chair of the arts committee for the DOE.

As has been noted before, they are sitting in the middle aisle, and they are the ones who have created this report.

Since there are new members here tonight, perhaps it would be helpful to remind everyone that the committee was established as a recommendation of the state legislature when mayor Bloomberg was given control of the city schools.

It wasn't a mandate, but the mayor did authorize the group whose members were then selected by the then chancellor Joel Klein.

Along with this action, the administration also published an annual arts and schools report each year from that point forward.

But regrettably, although it should be noted for its candor, it demonstrated that over the years support for the arts declined.

During these same years, fully documented in the printed report which has previously been sent to the PEP, the committee called for reaching four new major goals to be achieved by 2014.

A blueprint for arts education 2011 to 14.

The committee detailed how to prepare students for school, work and life.

How they helped close the achievement gap and how, in a staged, systematic manner, the schools could reach the statewide instructional requirements for the arts, offering all four art forms step by step at the elementary and secondary levels.

This progress was to have been assessed fully using methodology developed in the Arts Achieved project funded by the U.S.

Department of Education which was great recognition of the work of the arts division of the DoE.

In the waning years in the Bloomberg administration, our recommendations began to be considered by the committee as an advisory to the new mayor and schools chancellor.

So the report we are presenting conforms to these principles and fortunately to the priorities of Mayor de Blasio and chancellor, completely in the arts, providing services by certified arts teachers, integrating the arts into the training of pre-K teachers, expanding the Office of the Arts and integrating it with other instructional offices.

And finding a way to provide arts services after school as an extension of the school day.

So the arts education committee welcomes the visionary words of Mayor Bill de Blasio and his support of the agenda posited by chancellor Carmen whose extraordinary successes as teacher, principal, school superintendent and deputy chancellor are legendary.

And in case you missed the New York Times yesterday, one of America's great authors who was in the chancellor's fourth grade class, wanted to read *In a Cardboard Box*, while he sat in it.

And she let him do that.

Which, if you know educational history, is a technique that was created many years ago to adapt to the learning styles of children so that the chancellor in, the classroom teacher back then was

way ahead of the curve.

I believe that tradition continues to this day.

Announcing his first step toward strengthening middle schools by infusing the least served with arts programs led by certified teachers as a down payment toward enriching these schools is a major step this committee has proposed for several years.

We are grateful for this recognition of the needs of these children.

We anticipate that the funds will grow over his terms -- notice I use the plural -- in office, and that he will turn his attention next to other levels of education.

Primary among these are pre-K, where the intellectual capacities of children are enhanced by experiences in the arts, and the high school level at which the potential for success of its graduates must be raised.

Not only are there jobs in fields related to the arts, but employers in every business look for the creativity in employees made possible by the arts in their education.

It is an established fact that the arts prepare many for the workforce just as they pave their way for that pursuit of happiness throughout their lives envisioned by the Founding Fathers.

Nothing less should be expected of graduates of the school system in the cultural capital of the world.

For along with the specific recommendations we are making tonight to the PEP, it is important to remember that in the City of New York, the arts are a driving force behind its economic engine.

That people from across the globe come to this city to experience the richness of its cultural institutions makes it even more ironic that funding support to support our own children to engage in these same experiences has been so often overlooked or deemed not as worthy as other parts of the K-12 curriculums.

Therefore, we continue to insist that the department of education maintain the increase of support for certified arts teachers across all school levels, all school levels, thus realizing the full potential of the arts, indeed sustaining it for the foreseeable future.

This to attain the full vision of the chancellor and the mayor.

Our collective goal must be to reach a point at which every child in every school is affected both emotionally and cognitively by the arts.

So the arts committee is making the following recommendations to further the education of our children.

Now that there are openings for arts teachers at the middle school level and the number of certified teachers is not sufficient to meet these needs, we propose a more vigorous recruitment effort, especially in the areas of theater, dance and vocal music, and request that the D /TKAOELT oE consider establishing a program of arts teaching fellows similar to those in math, science, history, literacy that already exist.

Studies done at institutions preparing talented professionals to become teachers through all ternate certification means demonstrate the overwhelming success of those who have completed such courses of study.

Another way to recruit teachers would be through the formation of a committee to explore how reciprocity across city and state lines for those who hold certification as arts teachers can be facilitated.

In light of the rebirth of many arts programs, a commitment must be made to, and in force now, to stop the dismantling of arts facilities in the schools to make rooms for regular classrooms, a practice over this past decade that has destroyed state-of-the-arts rooms with expensive equipment vital to the creation of the arts.

The appeal to the general public to resurrect instruments from attics in basements, while yielding a sizable supply donated to the schools has also made it more imperative that budgetary funds be set aside to repair these and other existing instruments so they are able to be played.

A plentiful number of art media and of supplies necessary for drama and dance is a con come anything of that nature need.

I hope to put that as one of the issues the fund for public schools might consider too.

We urge these strength in this case of after-school programs of models that are rich in arts experiences so that even more children can be exposed to the arts and these models be staffed by both certified arts teachers and cultural arts partners jointly.

For these reasons, school budgets will need to be increased so as not to impose a set of ir/REBG reconcilable choices on principles already facing budget cuts.

There's no lack of interest on the part of the vast majority of principals to establish rich arts programs in their schools, lies with past school leaders who until the advent of the new mayor and chancellor had been caught up in the headlong race between what I like to describe as education and catastrophe.

across the nation.

Focusing narrowly opt means to refine education through tests alone, thereby neglecting that part of the curriculum designed to produce world class creative leaders, the arts.

We owe our children nothing less than the best of all disciplines, and as Mr.

De Blasio have already demonstrated, creative thinking can begin to make it happen.

We welcome the new commitment to present the arts through the arts cultural committee, especially addressing children of special needs and engaging families as well.

There can be no effective arts education program without the active engagement of the entire spectrum of arts groups and organizations.

The model exists as there has been a well conceived history of such cooperation between educators and artists for the past 40 years.

Finally, we are grateful to the mayor for committing his administration to support the arts over the next four years at least.

We politely remind everyone, however, that a down payment is almost always accompanied by a long-term mortgage that presupposes a commitment expected to last for at least 15 to 30 years.

On behalf of the committee, I thank you for your time and attention and if you have any questions, I'd be happy to answer them.

>> Thank you.

I'd like to add that there were several things that you mentioned that we're already working on.

We announced last week New Community schools.

And as of next week, these community schools are going to be looking for their matches in C BOs, and one of the things that we have stressed that they should look for CBOs that have at least two abilities to perform.

One is health and wellness support for schools, and the other is arts support.

We've asked specifically that all schools that were chosen in community has a parent committee that helps pick the CBOs and I think we're really going in that direction.

Because of the fact that arts agencies know that we are committed to the arts, one in particular but I'm hoping there will be lots more, the school has agreed to work with us on our pre-K initiative and train our pre-K teachers in arts, and they will be actually bearing some of the cost. And I think that's really great.

We have a lot of other arts agencies such as Lincoln Center and Midori and other people who are coming forth and saying how we can get involved.

I will say also we started a model program last year called Teen Thursdays where we had middle school students on Thursdays between 4:00 and 6:00 after school visiting with cultural institutions.

We piloted with five cultural institutions.

This year we have 24 who have agreed to participate and open their doors after school for some of our middle schoolkids.

So we're on the road.

We have a lot more to do.

But I'm thrilled for your support and expect to continue working with you.

Thank you.

>> Chancellor, I'm glad I gave you the opportunity to talk all those punch lines and thank you very much because I know you're well on the way.

>> Well, thank you.

and the rest of the arts committee for your hard work on this report.

And, of course, thank you to the Fort Hamilton high school choir.

I did want to see if the panel has any further comments before their final performance.

Yes, panel member Dillingham.

And I just wanted to say on behalf of Queens who I represent, we certainly appreciate your report and we applaud all efforts for the expansion of the arts and are truly interested in the integration of arts and sciences.

>> Do any other panel members have any comments?

>> I assume that applies for all the other members.

Just say yes.

>> And for me I'd like to add that I think the arts are definitely an important thing for English language-learner students.

I think as they are learning the language, I think the arts become a means for them to express themselves and be -- feel like they're part of the larger community too.

So the arts definitely bring something special to that too.

So I would like you to introduce the rest.

>> Thank you very much.

Fort Hamilton concert chorus, take it away.

[APPLAUSE]

>> Thank you again to the Fort Hamilton high school choir.

We will now move, allow time for public comment.

And before we get underway, I will say a few words about public comment and rules of decorum at this meeting.

During the public comment period, speakers will be permitted up to two minutes to comment.

I will ask the secretary to call the speakers up from the sign-up sheets and to ensure that the speakers finish their comments in the allotted time.

If you have a green or yellow ticket, please go to the nearest microphone in the aisle.

The clock will indicate the amount of time remaining for each speaker, and a light will indicate when there is one minute left in the allotted time so that speakers will know when their time is up.

At the conclusion of each speaker's time, we will move on to the next speaker.

If a speaker is not here when his or her name is called, we will move on to the next speaker.

And once we move on to the next speaker, you cannot redeem your place in the queue.

We will be taking both -- we'll be taking general comments at this time.

Madam Secretary.

>> Speaker with green ticket number 1, Bohme Kim.

>> Good evening.

My name is Boheme Kim and I'm a member of the educational council district 28.

We challenge mayor de Blasio to put a halt to any new locations that the blue book task force has complete its work revising the school utilization formula.

The current utilization formula underestimates the actual level of overcrowding in our schools by failing to expand for prekindergarten reasonable class sizes, sufficiently dedicated room for art,

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music, science, special education service and denies access to gymnasiums, libraries and cafeteria at appropriate times as required by New York State.

Putting health and safety of children at risk, DoE's instruction /KEUPBS to shrink.

General education has been defined as 5 square feet, safe space for students in grades 1 through 12.

At a third grade classroom in district 28 has 34 students.

Reserving the space necessary for class sizes is a priority for mayor de Blasio and public school parents.

There is already a crisis where the collations are proposed and every new one merely makes the problem was.

We believe that no more collations should be approved until every NYC student is provided with a safe, well rounded education and individualized attention.

Since the city is obligated to give access to space for new charters, it should pay the supplement of \$2700 per charter school student and require charter operators to find their own space in private facilities.

The city should also demand that the state reimburse the city for at least 50 percent additional cost as they do in lease spaces for public schools.

We urge our legislature to introduce an amendment requiring the state to cover the full cost of this financial burden imposed on the city and at least the damage to our public school students will be minimized.

Thank you.

>> Thank you.

Yellow speaker -- excuse me.

Yellow ticket, speaker William McDonald, speaker number 1.

>> Good evening.

My name is William McDonald.

I am the former chair of the NAACP metropolitan education committee.

I sit now as the vice president of the Queens chapter National Action Network.

Boy, it's been a long time since I've been to one of these meetings and seen this room.

One of the things I want to emphasize is something I heard a few weeks ago and that's in regards to the specialized high schools.

I understand that you're looking at that.

I understand that one of the problems that this administration is facing is that there seems to be a lack of children of color attending these schools.

My thing is -- and I've discussed this with my boy -- is that instead of changing the entrance requirements, what needs to happen is the middle schools need to get the resources to get these kids ready for these tests.

I don't see how a Department of Education with a \$25 billion budget cannot figure out a way to make this happen.

Another thing, another problem I got, I testified at the city council hearing on N /TKAOELT irvantes law.

The situation that happened about a week ago, I believe, bothers me, of course.

In 2014 there should be a way to keep track of these children.

Just like they are finding ways to keep track of Alzheimer's patients, with what's going on today, with what happened, this should not be happening.

It should not have happened again.

Last but not least, I wish this administration the best.

I'm glad to see that we're all here civil.

Thank you.

>> Thank you very much.

>> Regina Murray, green ticket number 2.

>> Hello.

I just have a poster here with me.

I'm a stepparent from beacon High School.

I post last year about the removal of the chemistry teacher in keeping of the nonlicensed higher-UPS who should have been in charge but did not provide support to the teacher.

Attached is a picture from Nancy Scala's network 107 Facebook.

Can someone please explain to me the meaning or humor of this picture?

Really?

An educator is now an animal trainer or tamer?

Is this not considered offensive to educators and parents?

Especially with the recent events in Ferguson, Missouri.

Am I the only one who thinks this is disgusting and offensive and a black eye to the chancellor and the DoE?

As a parent and educator, and an educated person, I shudder to think the teachers see themselves as animal trainers or tamers.

Worse yet, it is utterly reprehensible to consider that teachers see our children as animals.

I did some digging to find out what kind of educator would post this level of disgusting filth on their network's Facebook page.

What I found was that Nancy Scala, who lives on Staten Island, is not an educator and may not even be college-educated if you go to her LinkedIn.

Clearly she was never a teacher, an assistant principal, a principal or an education administrator and she doesn't even possess any type of New York State educational license, teaching or administration.

In if life there are things we know as common sense.

In the DoE we need to start referring to these things as Carmen sense, with people like Dr.

Gibson, a 40-year veteran education, Carmen and others.

Let's sue Carmen sense and remove the stupidly insensitive and hurtful picture from Facebook and do damage control by also removing Nancy Scala.

If this blew up, it would not be good for anyone.

>> Mis, I need you to do me a quick favor.

Can you post -- so sorry.

Can you approach the stage?

And then we're also going to get information from you.

Melissa Harris will talk to you.

>> She's right there on your right -- on your left.

>> Thank you.

Yellow ticket number 2, Shawn McGowen.

>> Hi.

My name is Shawn McGown.

I'm here to talk about the need for a middle school in the Sunnyside, woodside of district 30 in Queens.

Some of you might remember that my wife and I actually talked about this last here at a few of these meetings, the addition and the kids getting bused over to 171 and we realized during that process that the children in PS 11, children in the new school, 343 and 339 are all going to

graduate in five years, around September of 2019 and they are going to be going to 125, which is currently overcrowded and getting an addition just to solve its overcrowding problem.

So I wanted to take this time to tell you what we've been doing on this project since last spring and then ask if we can officially find out what the FCA and what you've been doing.

First, my wife, you might remember, submitted a report of three sites, which you were nice enough to take, that had potential.

If Lorraine called her back and talked about them.

Once was already leased, so it was gone.

Two needed environmental report, environmental study which as far as we can tell hasn't really been done yet.

So we're sort of waiting.

Lorraine's been nice to talk to us, but we haven't actually seen an environmental study.

Congressman Crowley and assembly woman Nolan brought a letter to the chancellor pointing out that the children will be graduating from this school and they are not going to have a middle school to go to.

I believe the congressman is meeting with somebody to get an answer to that letter, but we haven't heard back yet.

We started a Facebook page, sunnyside, woodside MSP.

We had 100 likes on the page.

We spoke about it at a community meeting where a reporter did a story on it for Sunnyside Post and that got 227 likes.

So we feel that there's an interest in it.

The real problem is how do we find a site.

We need a site.

And how does it really get started.

Thank you.

>> Thank you very much.

Green ticket number 3, Vanessa Sparks.

>> Good evening.

>> Good evening.

>> Let me start out by saying it is so refreshing to be at one of these meetings where there's no fighting, there are no signs, there are no hand puppets, there's no cursing out the chancellor, there's no 500 cops around.

So I'm being deprogrammed.

Thank you.

My name is Vanessa Sparks.

I am the current education chairperson for the National Action Network Queens chapter.

I'm also a former CEC 28 vice president.

And I'm here also as the grandmother of a student that will be in prekindergarten in the fall of 2014.

15 -- 2015 and that's why I want to talk about the Upre-K program.

It seems that most of the outreach was done almost solely for the community-based organizations, the CBOs.

And not enough attention was given to that April 25th deadline for the public schools.

So for 2015 I would like to see when you are doing outreach, you're also giving as much attention to parents for them to register for the UPK programs in their local schools if that's an option for them.

The other thing is when selecting these CBOs, I personally would like to see a more even playing

field.

I don't know if you are aware or not, but many of the CBOs only take children -- only are accepting low-income children.

So middle-income children often in some districts do not -- there is not enough space for middle-income children.

And as you know, the change in demographics in many areas of the city, what many children that may have been eligible for some of those CBOs now are not.

And this is as per the link, the PDF on the DoE's UPK website.

There's an asterisk that indicates income restrictions apply.

And I actually called a few of them and they only are accepting low-income children.

So I would like to see a more even playing field with that.

Thank you.

>> Thank you.

>> Thank you.

So we will now move on to the voting portion of the meeting.

The only item on tonight's agenda requiring a vote is the consideration of contracts.

And as the membership of the contracts committee has rotated and all new members were not present at the meeting, I will ask that panel member Deb Dillingham provide the contracts committee report to the panel until the committee is able to vote on a chair.

Panel member Dillingham, can you please summarize for the panel the contract committee's recommendations regarding the contracts listed on tonight's agenda.

>> The contract committee met on Thursday, September 18th, 2014, at 6:00 p.m., and reviewed the contracts being considered by the panel tonight.

I met with the contract committee members Robert Powell and Vanessa.

At the meeting the committee unanimously recommended the approval of contract items 1 to 22 to be considered for approval.

The contracts committee recommends that contract items 1 to 22 be considered and five resolutions.

Resolution 1, contract items 1, 7, 8 and 13.

Resolution 2, contract items 2, 3, 5, 6, 9 and 14.

Resolution 3, contract items 4 and 10.

Resolution 4, contract items 12, 15, and 16.

Resolution 5, contract items 11 and 17 to 22.

>> Thank you, panel member Dillingham.

Before we begin, David Ross, executive director contracts and purchasing would like to read text into the minutes pertaining to today's contract item.

>> Thank you, Vanessa.

Just a few items.

First, a change has been made to item 10 of this month's agenda for universal prekindergarten services.

While the agenda indicated that there would be no auctioneers, there are options for up to two years additional as reflected in the request for authorization.

Changes have been made to item 22 of this month's agenda which provides for an amendment to a previously approved request for authorization for a contract with Education Logistics.

The agenda description indicated that it was an amendment to previously approved requests for authorization so as to amend the contract type from requirements to full value.

Actually the reverse is the case.

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It's an amendment to previously approve a request for authorization so as to amend the contract type from full value to requirement.

The agenda was amended and reposted accordingly, but after the normal posting date.

Finally, change has been made to an RA addendum that was approved at the August 21st, 2014 panel meeting.

The contract is for Upre-K vendor Good Shepherd school.

We had reported no erroneous information related to Good Shepherd school.

It was actually related to an unaffiliated entity Good Shepherd Services.

We actually didn't find any note worthy information regarding the Good Shepherd School.

Finally I just draw note for everyone just for the record that you have in your package some technical changes, as we did the last month, though, and obviously much, much shorter list and the additional RA then.

Thank you.

>> Thank you, Mr.

Ross.

Does the panel have any questions on the read-in?

Okay.

Madam Secretary, please present the resolution set forth by the contracts committee.

>> The resolutions are entitled Resolution regarding approval of contracts and as indicated by the panel member Dillingham, the first resolution contains contract items 1, 7, 8 and 13.

The second resolution contains contract items 2, 3, 5, 6, 9 and 14.

The contract items 4 and 10.

The fourth resolution item contains contract items 12, 15 and 16.

And the fifth resolution contains contract items 11 and 17 through 22.

Panel members, please note that if you wish to vote differently for a specific contract item within a single resolution, you may do so.

Simply signal to me when the vote is called for the relevant resolution and indicate the item number within that resolution and your corresponding vote.

>> Thank you, madam secretary.

Is there a motion to adopt the five resolutions being considered tonight?

Thank you, panel member Powell.

Is there a second?

Thank you, panel member Fruchter.

Do panel members have any questions or concerns regarding any of the items on today's contracts agenda?

Okay.

We'll now move on to the vote on the resolutions.

But first, madam secretary, could you please note any recusals related to these contract items?

>> There are no recusals on the contracts.

>> It can't.

Thank you, madam secretary.

Please raise your hand if you vote to approve resolution regarding approval of contract items 1, 7, 8 and 13.

It's eight in favor.

It's unanimous.

>> Please raise your hand to vote to approve resolution of contract items 2, 3, 5, 6, 9 and 14.

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>> Eight in favor.

>> Now please raise your hand if you vote to approve resolution regarding approval of contract items 4 and 10.

>> Eight in favor.

>> Please raise your hand if you vote to approve resolution regarding approval of contract items 12, 15 and 16.

>> Eight in favor.

>> And please raise your hand if you vote to approve resolution regarding approval of contract items 11, 17 through 22.

>> Eight in favor.

>> That concludes the voting portion of the meeting.

>> I just have one housekeeping item.

The following panel members were absent for tonight's meeting, El zora Cleveland, Robert Reffkin, Roberto.

>> Wednesday, September 29th, 2014 at Murry Bergtraum.

-- no, that's wrong.

Sorry.

What's the next date?

No, we're not meeting.

Oh, it's October 29th.

Wednesday?

Wednesday, October 29, 2014, at MurryBergtraum.

>> Thank you.

Sorry about that.

If there's nothing else, the meeting is now adjourned.

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