

EA Council/Superintendent Meeting**Date:** March 19, 2024 at 10:30 AM**Location:** Administration Center**Union Leadership in Attendance:** Becky Roireauc, Jennifer Gentile, Rhondra Bass, Sandra Williams, and Alan Scott**District Leadership in Attendance:** Dr. Jennifer Norrell and Jalitza Martinez and (briefly) Mike Engel.

NOTE: THESE MINUTES HAVE BEEN EDITED TO REMOVE PROTECTED/CLASSIFIED INFORMATION AND TO PROTECT THE PRIVACY OF SPECIFIC MEMBERS

Agenda Items		Union Notes	Discussion Status
	Initial Discussion	Set up next block schedule negotiation meeting: Friday 04/05 at 1 PM	
1.	Protocol for union/rep building meetings. We will make sure our reps are all using the right forms. Can you make sure that the principals are meaningfully participating in the conversation- not refusing to talk about issues on the agenda?	In response to the 03/18 board meeting, Dr. Norrell asked that we forgo our planned agenda to discuss broader climate and culture issues impact the district. See bottom of the page: "District Issues." This issue will be addressed at our 04/05 meeting, possibly before.	• Informal agreement [no formal agreement write-up needed] • Informal agreement [but formal write-up needed before finalized] • Discussion ongoing
2.	Spousal carveout checks - where are we at?	This issue will be addressed at our 04/05 meeting, possibly before.	• Informal agreement [no formal agreement write-up needed] • Informal agreement [but formal write-up needed before finalized] • Discussion ongoing
3.	"Block Schedule" schedule. When will we be receiving a month-by-month schedule of all the A/Bs, etc.	This issue will be addressed at our 04/05 meeting, possibly before.	• Informal agreement [no formal agreement write-up needed] • Informal agreement [but formal write-up needed before finalized] • Discussion ongoing

4.	Interview process change	This issue will be addressed at our 04/05 meeting, possibly before.	• Informal agreement [no formal agreement write-up needed] • Informal agreement [but formal write-up needed before finalized] ● Discussion ongoing
5.	Evaluations	This issue will be addressed at our 04/05 meeting, possibly before.	• Informal agreement [no formal agreement write-up needed] • Informal agreement [but formal write-up needed before finalized] ● Discussion ongoing
6.	Updates from last month	This issue will be addressed at our 04/05 meeting, possibly before.	• Informal agreement [no formal agreement write-up needed] • Informal agreement [but formal write-up needed before finalized] ● Discussion ongoing
7.	Safety concerns with no person at the front doors to check in visitors on Raptor.	This issue will be addressed at our 04/05 meeting, possibly before.	• Informal agreement [no formal agreement write-up needed] • Informal agreement [but formal write-up needed before finalized] ● Discussion ongoing
8.	Block Scheduling Some AP courses [e.g., AP Bio, AP Chem] are currently 1.5 credits. How will these courses translate to block? The concern is that they'll be made into a double block, which would be 20 hours 20 minutes every other day, which is felt would be too, too much. The preferred set-up would be something like: Block A = 90, Block B = 45 min.	We have tabled this to be discussed at our next block negotiation meeting.	• Informal agreement [no formal agreement write-up needed] • Informal agreement [but formal write-up needed before finalized] ● Discussion ongoing

	Much more manageable for the students.		
9.	Old, Broken-Down Desks There are still many old, broken-down desks at East High. A work order was put in requesting from maintenance that some very, very old desks (about 20) be replaced. Here was the response: This is a job above me. This is something you have to take to your department chair & or Superintendent. We been without extra desks & chairs for year's sorry	This issue will be addressed at our 04/05 meeting, possibly before.	• Informal agreement [no formal agreement write-up needed] • Informal agreement [but formal write-up needed before finalized] • Discussion ongoing
10.	8th grade Washington DC trip	This issue will be addressed at our 04/05 meeting, possibly before.	• Informal agreement [no formal agreement write-up needed] • Informal agreement [but formal write-up needed before finalized] • Discussion ongoing
11.	Why do the board meeting minutes not include the personnel reports anymore? All minutes of neighboring school districts publish them in their board meeting minutes. Also, the chart of FOIA requests.	This issue will be addressed at our 04/05 meeting, possibly before.	• Informal agreement [no formal agreement write-up needed] • Informal agreement [but formal write-up needed before finalized] • Discussion ongoing

District Issues

1.	BECKY SHOWED VISUAL AID SHE'D WRITTEN. IT SHOWED A GROUP OF MANY PEOPLE, THEN, UP ABOVE THEM, ONE PERSON. Becky: If we are going to have a conversation about the state of the union, we need to discuss it from the top-down. We've been talking about issues as they affect the members at the bottom. A lot of these decisions are top down. Then trickle down. We don't acknowledge how they trickle down. Norrell: The things the members get upset about which ends up on our agenda, you're saying, are trickling down from the top? Becky: Issues in HR- Norrell: Can we put them up on the board?
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BECKY WROTE SOME ISSUES ON THE WHITE BOARD.

Human Resources

- Discipline - must be revamped
- Onboard with union
- Response time
- Empowered to make decisions
- FMLA - notification to staff
- Transfers
- Involuntary transfers

Finance

- Back pay
- Notifications

Principals

- Build leaders paralyzed/afraid
- Waiting for okay from you
- Not autonomous
- Class S
- Don't know answers

Dr. Norrell and Cabinet

- Organized = Clearly = Able to make decisions
- Take feedback - clearly the head of

Climate + Culture

- People not going to conferences
- Not being able to transfer
- Calendar - next year and changing this
- Picking principals
- Subbing
- Support for new teachers and anyone needs proficient
- Instructional coaches
- Favoring

- Who picked to attend PD

Jennifer: No-one gets notification for transfer applications. They apply, but then they don't hear anything. Can't they get a notice? Sometimes?

Norrell: We can put that on the next principal agenda too.

Rhonda: I used to send those letters out so I know it used to happen.

Jennifer: What about the calendar?

Norrell: Didn't we send that out?

Jennifer: We had two. How did you pick the one you did? You have us full-day the last day of school. Then you're going with the schedule that follows Oswego, not West Aurora.

Norrell: I didn't know they were similar to other districts.

Let me get-

Did you all see the final calendar? It got sent out to all faculty?

Becky: Yes, they saw it. That is why some of those on the committee said they were quitting and never doing it again.

NORRELL MADE A CALL TO ASK ABOUT DECIDING FACTORS.

Norrell: Got it. Spring Break? And the last day of school is a full day?

Jennifer: I want to talk to you about May 17th. You just made it a half-day SIP.

Norrell: We didn't have a May SIP.

Jennifer: Fred Rodgers Magnet Academy has a partnership with Fermilab. Some get to go all the way down. Our day is May 17th. So, all the sudden...

Norrell: Can't you still go?

Jennifer: It's a half day.

Norrell: We've had high school kids go on field trips on half days.

It was a request that came out of the high school to meet-

Jennifer: I thought it was only the high school that goes half day.

Norrell: But if only one school gets a half day then we'll hear about it.

Not trying to make your lives difficult. We don't want to give some staff a half day and then not others. It gets dicey. Let me know what you want to do.

Jennifer: I'm not sure how many kids would still be able to go. We don't get to pick the date.

Will there be buses?

Norrell: Yes. You're still business as usual with that.

I was willing to take the hit with the parents. The spirit behind that SIP day was not wanting to give some a day and not others.

Rhonda: What would the others be doing?

We have one for April. Not for May?

Jennifer: Will people know where they will be next year? Will there be a lot of transfers?

Norrell: That's not the plan.

The major difference is Spring Break. We stayed with the consistent date. The last day should really be a half day.

Becky: Right now it is a full day with kids.

Norrell: We'll get that fixed and share that out.

Jennifer: We don't know when graduation will be next year?

Norrell: NIU is in progress with that.

This week's News and Notes will have the update. That's one thing.

Becky: Transfers. I have to develop a spreadsheet for each member. But I also tell them to make contact with HR. People are not getting answers from buildings.

Jennifer: No-one gets to do it.

Becky: Before the 5th, you need the consent of the principal. After, both in-going and out-going principals.

Jennifer: I'd like to know how many people are getting their requested transfers.

JENNIFER GAVE SOME EXAMPLES OF STAFF WHO'D TRIED TO TRANSFER.

They put in their application, emailed the principal, no response.

NORRELL READ THROUGH THE CONTRACT.

Jennifer: They apply and don't hear anything.

Norrell: If you don't get called for an interview, you know you are not being considered for it.

Jennifer: It was posted, posted, and never went down. Am I eventually going to hear back? Will I be interviewed?

These employees of the district, don't they get first chance?

How many people actually get to move? We're hearing, no-one gets to move.

Becky: I have to track, were these emails sent, what did you hear? I have to put in information requests.

Jennifer: That is culture and climate.

Becky: Blocking people, they are stuck. They need to find their home.

Norrell: This is happening principal-wide, not district-wide. We aren't involved in these transfers. We ask, *Did you fill the position?*

We can do a special segment for transfers. If they are someone in-district, you owe

them a notice. But honest to goodness, we own the things we intervene on. But we aren't involved with transfers.

Jennifer: And not string them along.

Norrell: Have the courage to say, *We've actually recommended someone else*. This isn't because they're afraid of me. But they need to be honest.

Jalitzza: They might be afraid they'd be stealing people.

Norrell: At the April principal meeting, we will discuss this.

Jennifer: They're trying to get in on the spring, the summer...

Norrell: We're taking down sitting vacancies.

Jennifer: 4th grade dual is rolling up. Teachers at Magnet, there are too many English speaking teachers there. They'd be involuntarily transferred. So why can't they choose and leave earlier?

Norrell: They get a list together, everybody who wants to transfer on there. How can we use a Google Doc?

Jennifer: Back in the day transfers, the principal would ask you: *Are you looking to do something else?* We should be able to move in the building, not coming from somewhere else.

Norrell: They try to stick to the five days before.

Jennifer: May 1st, come on, you know where people are at now.

Norrell: It'll increase anxiety.

Jennifer: They are experiencing anxiety now.

Maybe I have a good friend who works at another school-

Norrell: I have an idea. A Google Doc. It can stay with the principals and the process we have now. We don't want me to intervene. The way that I function, I'm going to fix it. But fine, give me a Google Form so I know who has applied. But then I have to circle back. Or, I can say, this is a big deal, let me follow-up, let me check behind you. But when you say to me, this is a real problem, I can say, *Principals, Do better at that*, but you know what that turns into, but that creates a level of fear and anxiety.

Becky: No, no. It's not that black and white. The incoming principal can see the list, still make the decision.

Norrell: We don't really know people as well as they do.

Becky: Having systems in place doesn't mean that they aren't autonomous.

Norrell: So what would be the new system? We can have a system where they don't know what shell it is under, but we can have me checking behind. That creates some level of anxiety. I don't mind doing the extra work to make it work.

If we do a Google Doc so the district knows. So when I don't get interviewed, you'll know, I tried. I'm going to do that, but in all fairness, I'll share with you what this might create.

People really want to find their home-

Jennifer: Some people get stuck and really need a change. That's huge for people. Our members feel they are stuck where they are. But then they get involuntarily transferred anywhere and everywhere.

Norrell: A Google Form that's easy to fill out.

Jalitzza: Should we do it for specific locations?

Norrell: Keep it general at this time.

Jennifer: But as we get closer, add buildings.

Norrell: This is an easy win. It costs us nothing.

Becky: Involuntary transfers. The perception is that it's used as a mighty sword.

Norrell: That we'd used it as retaliation. Who?

Jennifer: [In the past] Counselors.

Norrell: I was open about that. That was me saying, if you can't get a child-

Jennifer: But then the middle school counselors-

Norrell: That wasn't retaliation.

I'm told, such and such is retaliation. But that wasn't Norrell. I don't even know who people are. I get blamed for retaliation.

Sometimes there are enrollment shifts, it happens a lot in specials. Where we need kids in terms of what specials they'll take. Shifts in enrollment is one. Retirements and resignations is another. Leaders asking for school culture shifts. Those are the three ways they come to us with involuntary transfers. It doesn't come from us but to us. It comes to us through building leadership, union leadership, or the numbers.

The year that I started, we went to grade buildings, I'd undone that, teachers were shifting by the droves. And we'd shift them over the summer and no-one was there to receive. I started the process of having meetings with involuntary transfers, this is the date, this is what you do with your belongings, and we'll pay you hours to pack up and move your stuff.

Becky: But people think they can come and make a clear case for why they shouldn't be transferred. But that isn't the purpose of the meeting.

Norrell: We need to be clear about that.

Becky: The contract does say you need to give a reason.

Jennifer: But people always think they can appeal the decision.

And some people ask, *What other openings are open?*

And then no-one lets them transfer. They're trying to transfer because they don't want a spot, but then they don't hear a peep.

Rhonda: That goes for office staff too.

They apply, no interview, but then they hire someone from the outside.

Norrell: Look in frontline and see if they do some automatics.

Jennifer: I can't believe it doesn't have that.

Becky: Moreso it is happening to support staff and clerical staff.

Jennifer: The perception is that outside people are being hired more than inside people.

Becky: Office and support don't require someone to approve it.

Jennifer: It is principals. It is principals.

Becky: Somehow there are directions coming down, and then they point back up pointing to you. They need to tell the truth, get back to people, I'm not letting them off the hook.

Norrell: It is easier to point up. I'm not looking at clerical pool candidates. And some of you know that to be very true. I don't even know them.

When I go in for something, people know.

A SPECIFIC GROUP WAS DISCUSSED.

Becky: This is the root problem: Union jobs vs non-union jobs. You create new positions and make them non-union. Then we have to chase down these non-union jobs and get them into the right category.

Norrell: I agree.

Becky: But what about the data people?

Norrell: That's different. They see personal data for people's evaluations.

Jennifer: The principals have them do all that, and this is part of the evaluation process?

Becky: How is this different than what the PLC sees?

Norrell: They don't see all of it.

Becky: I don't care how many modules they've taken.

Jennifer: They're collecting Type 1. Reading or Math MAP. But your personal SLO, what do they see?

Norrell: They have access to all the data like a district-level administrator. All of our data, all of our numbers.

We ask them to merge it all and put it all together.

The building administrators take the data from the analysts.

Jennifer: I'm hanging out in the hall with my students, they are checking am I on door duty. Seriously. I'm not seeing any data all year. I've got nothing. I'm on cycle. And other people have got nothing too. Is it top secret?

Norrell: No.

Jennifer: My brand new teachers, they never get this data either.

JENNIFER ASKS RHONDA: Do you see it? The data?

Rhonda: No.

Jennifer: Should I even share my spreadsheets with my evaluator?

Norrell: Keep it for your records. I don't understand.

Jennifer: I don't either.

Norrell: They have full-fledged, open access.

Jennifer: I live and breathe my MAP scores. No-one has discussed this with me.

I don't feel like I'm getting all this information. How are you getting my SLO data?

Norrell: The rubric, the only way to score is through conversations.

Becky: FMLA. People are turning it in but haven't been hearing a response. There is not a quick response. People feel like when they turn it in they feel like it starts.

Norrell: We have to give a response, a spreadsheet of who has applied, who has approved, and what their response dates are. Apply, approved, these dates, waiting, a list. Easy.

Jalitzza: We can do that.

Norrell: We can share that in April. I can give you this list, who is in play and who isn't.

Becky: Discipline is missing a step. A huge step. Are we doing progressive discipline? I can't be: We take notes, you give the [decision] letter, then we decide whether to file a grievance. It's ridiculous.

Norrell: When would this [meeting] take place?

When the person is given due process, we ask clarifying questions, that's kinda them talking about the situation. Should we ask, *Is there anything else we need to know?*

Becky: It's an interrogation, not a conversation. A lot of times there are mitigating circumstances.

Norrell: If someone gets called to the carpet, I'm going to give my story, is there more you'd like to share.

Becky: They do do that. But we're trying to get them to zip their lips because it is an interrogation. It isn't just a conversation.

Norrell: Between the offense and the discipline, all that time is fair game. Whether they share something during the initial interview or later, anything you say can and will be held against you.

Becky: We need to talk before the discipline is decided.

Norrell: Weingarten says you can bring someone in with me. But should we talk with someone who represents the person, not the person themselves?

Becky: We're trying to mitigate.

Norrell: We can build in the union rep, an update meeting with HR-

Becky: Before you issue discipline, here are mitigating circumstances.

BECKY GAVE AN EXAMPLE OF A CIRCUMSTANCE WHERE SHE HAD INFORMATION WHICH COULD HAVE

BEEN SHARED THAT WOULD HAVE RESULTED IN NO DISCIPLINE.

DISCUSSION WAS HAD ABOUT THIS SPECIFIC CIRCUMSTANCE.

Becky: Those on leave, it's not a vacation. It's horrible. They're fretting if their career is ruined.

Is there anything short of discipline that could correct their behavior? The least amount we can do to correct the behavior? That's what we're supposed to be doing. It's supposed to be a redemption piece. I feel like we're so hard on people. I'm not saying don't consequence people. But are we doing the least possible to change the behavior?

Norrell: People are at home with pay, so that's not damaging. But mentally-

Becky: They feel anguish.

Norrell: I get it. If we do this conversation we can do a heads-up. This is what we're thinking, what are you thinking? We'd need to think about the timeline? Before the board?

Becky: So you have the right conversation?

Norrell: We come to the board initially, then we come back with all the details.

Conversation with union rep before final BOE recommendations.

Becky: DCFS is being called on people all the time, most of it is unfounded. It is a culture thing now.

Norrell: Under the State's Attorney, our lawyers were like train, train, every year it's on GCN, it's been a heightened sense of that.

Becky: Once, DCFA didn't even take the call.

Then if [staff] come back [into the building]:

They're humiliated.

They're scared.

Their stuff is moved or gone.

Sandra: Then we don't have a restorative conversation.

Norrell: Reintegration, what is that called?

Becky: Restorative.

Jennifer: They come back, their students have moved on, the world has moved on.

Becky: It is like shell shock. They all look the same.

Jennifer: [They're told] You can go back today at noon. They don't know what is happening.

Norrell: Maybe meet with the AP or principal, get to go back into their room after school. Share some ideas with me.

Becky: Onboarding.

Norrell: You do get time.

Becky: At the beginning of the year. We are hiring people every second of the day.

Norrell: New hires. Is there something we can share with them?

Becky: Yes.

Norrell: An IFT flier?

Then we'll look into mid-year adjusted appointments.

Becky: [Staff need] More notification of when you are going to take money out when they are out of [sick] days. All of a sudden, they are missing lots of money.

Mike: It's just the notification-

Becky: If I had \$1500 out of my pay, I couldn't pay my bills.

Mike: Here is my question. We can notify that person, you will be short pay because you'll have two docked days, etc. But we-

Jennifer: It's just the info.

Mike: We are going to know that Tuesday, [only] two or three days prior.

Sandra: There should be a notice that goes out, *By this date, you'll be out of days.*

Norrell: The onus is on you to check. Infinite Visions, Frontline.

RHONDA GAVE A SPECIFIC EXAMPLE OF A SPECIFIC EMPLOYEE.

Sandra: At some point, a counter should go up when they are using FMLA, I don't get how they can't be sent that info? I get they should be tracking that, but-

Mike: The most difficult point is the intermittent FMLA.

Norrell: It's all done by hand.

Jennifer: Class S. Instructional coaches are coming to me that principals are using the same tool as them. That was *their* tool to help teachers.

Norrell: You want me to kick someone off to a different tool?

Jennifer: It's really hurting the coaches. But you are not keeping them separate.

Norrell: Here are my thoughts. We needed a tool, if you give them a proficient it really needs to be. We're building capacity internally, but we need to do that not in a workshop you can sit in. And we need a tool with inter-rater reliability. Danielson isn't good for that. We had another tool, but it was too much: Danielson, Class S, now, something else? People would kill me. I didn't want to give them something else to learn. As a teacher, I don't want to learn three tools.

So I thought in my head, I don't want coaches to sit down and talk about people together. But I do feel like a building all needs the same language.

Jennifer: Simmons. Their building is screaming, *They've been in seventy times!* I asked, Really? Seriously? Seventy? The answer. YES.

Rhonda: People are coming up multiple times.

Jennifer: They're screaming at me.

Norrell: At least they're not sitting on their hands. They're not just hiding until it's time to evaluate you.

Jennifer: It's a revolving door.

Norrell: I can fix that.

Jennifer: Instructional coaches?

Norrell: Yes.

Becky: They're junior administrators.

They need to be supporting the teachers.

They are an easy people to plug in to sub. And they're being moved all over to help.

Jennifer: You sub because you want to and you're making money.

Norrell: They're not getting paid. Tell me they're not being paid?

Becky: I don't know about that.

Norrell: I need to check on subbing-

Becky: When they come up, did anyone work with the instructional coach?

Jennifer: The principals, when they collect data, they don't keep their info?

Norrell: I wouldn't want to lie to you. I'll check on that.

There isn't really any solid Danielson training.

I just want to bring back the admin data I can put it on the screen. I want to know if it is anonymous.

I want to talk about PDP plans (professional development plans). The timelines-

Becky: And who's supporting them?

Norrell: The teacher gets to pick.

Becky: And they are supposed to have an instructional coach too.

Norrell: We need to be able to say, here is the process, who is the coach, etc.

Becky: Block? We need to pump the brakes.

Norrell: We have so much positive feedback from parents. I shared it with the board members. A lot of them really heard about block and they want them to focus, some really positive feedback.

Once staff at East High lives it, I really think the day for them will feel better. It'll be a gamechanger for them.

I feel like it will be noticeably a game changer for everyone there.

We have to go hard on what we allow a child to say and do to an adult.

This is where we're going. I'm trying baby steps. I found out we weren't even putting out students who'd punched people in the face. The parents know the routine.

It was happening, it was working.

What we really need to get online, the facial recognition. If I can identify you, your face, your number, your address, who is that child who just cussed me out. We need to personalize it now. What I hear is that they can't stop them. It is too many. But when we can take it to them. All the details. That's a whole different conversation with parents. But I can't do that when I have no names.

If we move three times and we have facial recognition, we have a much better chance of curtailing behaviors.

It's so many. If it was 1,300. But seven times a day. It's a lot of bathroom checking. The kids are getting creative.

You give something of yourself, and they give back, that's a drain. A new process means less drain.

Becky: They don't feel ready.

A new principal-

Norrell: Not new.

Becky: But new.

All of those things, the systems in place, not at the last minute, and more organized.

Norrell: We are organized. Let me say this-

Jennifer: The reading teachers came to me, is it 45 minutes, 90 minutes, for credit-

Norrell: They'll know. Let me say this: Want to roll out a new program-

Becky: To build the capacity, it's a train wreck.

Norrell: Tell me why?

Becky: People are broken.

Norrell: What I feel like is a large part of what is breaking them, it will be fixed.

Sandra: It would have been nice if we'd known in March when our interim was in place, we didn't hear anything, it completely died, but then it came back this year. We should have been working on it the whole time.

Norrell: Fundamentally, the angst of this is the instructional design and delivery.

Becky: And the base problem, that people don't want to come to work anymore.

Jennifer: They're cussed at, screamed at.

Becky: And they're not treated like professionals.

Sandra: Schedules. And writing curriculum. Training that people don't want to be forced to do in the summer.

Jennifer: Don't they need to rewrite their curriculum?

Norrell: No.

Jennifer: What about AP?

Norrell: They're probably most prepared to switch.

There's so many wins. But slowing the dates down, for the broken feeling, I'm just tossing my hands up, I think we need to move kids out, we are living Einstein's definition, it's not enough. We can't just sit there. We need to do something different.

Do you really know when you're ready for something? But we know we cannot continue with the old way.

I feel like that is where people are at.

We have to do something. And it can't be a little something with 4000 kids. It has to be a *something*.

Jennifer: A security team.

Norrell: Our PPAs are tapped.

At the Rec Center, are you all coming?

Jennifer: We didn't get invited.

Becky: We have our House of Delegates meeting.

Norrell: You didn't give me that?

Becky: We did! At the beginning of the year.

Jalitzza: It isn't on the calendar you gave me.

Becky: Here I am modeling: I apologize.

Alan: The [House of Delegates] dates are on the calendar.

Norrell: Can I do a special walkthrough with the elementary teachers?

Alan: When is the ribbon cutting?

Mike: 6 PM.

Becky: I am at a loss of words to express how demoralized and broken people feel.

Norrell: 6:30 PM. You have two days to come.

Becky: I'll come until the House of Delegates meeting.

Jennifer: There are Encore teachers who don't have a full load? Only teaching ten?

We have to release the classroom teachers somehow.

Those 4th, 5th-grade teachers shouldn't be subbing.

Norrell: They need to justify. We need to figure out how to compensate those who are getting beat up.

Becky: It says seven.

Jennifer: At least seven.

Becky: We should be counting the three PEs, computer lab, two music, and art (is two).

Norrell: Can we just set up another date this week?

A MEETING WAS SET TO MEET AGAIN LATER THIS SAME WEEK AND ON APRIL 5th at 9 AM.